



Tulsa Teacher Corps: 2-Year Training and Development Program

For consideration by the Oklahoma State Board of Education

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Introduction

Tulsa Public Schools (TPS) believes that every student will develop mindsets, knowledge, skills, and habits to achieve academic, career, and life success. We know that great teachers are critical to unlocking this vision. Research shows that highly effective educators have a lifelong impact on students, boosting college attendance and future earnings. Yet, the students most in need of such an opportunity, students from poor communities, students of color, those with disabilities, and English learners are the ones least likely to get access to excellent teachers. TPS is committed to changing this reality by designing and implementing our own Early Childhood, Elementary, Secondary, and Special Education teacher training programs. Like many urban districts, TPS struggles to attract and retain qualified teachers for all of our students. As a critical step toward TPS's vision, we believe we must invest differently in teacher talent. Specifically, with the support of our stakeholders, TPS is putting forth a cohesive approach to recruiting, developing, and retaining teachers who will be able to equip our students with the skills, capacities, and dispositions necessary for 21st-century success.

TPS has partnered with TNTP to start up and operate Tulsa Teacher Corps, a district-run, alternative training program for Elementary teachers. The rigorous, accelerated teacher preparation program builds on the success of the TPS recruitment efforts and TNTP's national experience to continue recruiting and training more than 100 teachers each year. Tulsa Teacher Corps is a program designed to attract and train diverse teachers to serve Tulsa's students. This program uses a rigorous recruitment and selection model, a robust summer training program with four weeks of summer school teaching, inclusive of coaching and feedback from experienced coaches, and two years of coursework and professional development. Through this program, Tulsa Teacher Corps will be able to monitor and observe these novice teachers in the program with an eye toward scalability. TPS will confidently recommend these trained teachers for Elementary and Special Education, certification while working to expand to Early Childhood, and/or Secondary - Subject Specific certification with the Oklahoma State Department of Education in the near future

History of Tulsa Teacher Corps

Tulsa Teacher Corps launched as a three-year partnership with TNTP, utilizing approximately \$5 million from a Department of Education Supporting Effective Educator Development (SEED) grant awarded in September 2017. The SEED grant provides funding to increase the number of highly effective educators by supporting the implementation of evidence-based preparation, development, or enhancement opportunities for educators. TNTP is working with TPS to ensure that the program is sustainable, and the district can manage and fund it independently after the grant ends. TNTP works closely with TPS to customize TNTP's Teacher Effectiveness and Certification (TEACH) initiative, a proven model for attracting and training diverse teachers, with the goal of establishing a *locally* operated, sustainable TEACH program.

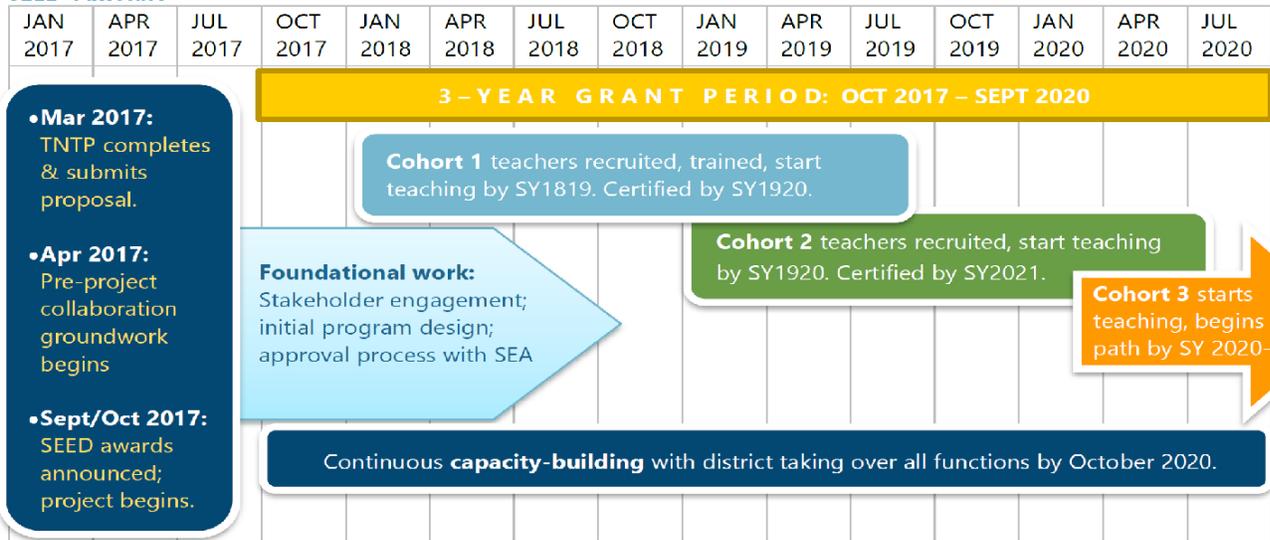
Tulsa Teacher Corps features key elements of TNTP's TEACH, a research-based, high-quality model for attracting and training candidates qualified to teach in shortage subject areas but has been customized to align with Oklahoma's teaching standards and TPS' current shortage areas. The program makes use of practical coursework and high-touch, job-embedded coaching, training and support to prepare talented teacher candidates to lead TPS students to academic success.

As a national leader in urban teacher recruitment and training, TNTP, formerly The New Teacher Project, has deep expertise in helping districts identify, develop, certify, and retain exceptionally effective teachers. Since its inception in 1997, TNTP has recruited or trained almost 51,000 teachers, reaching an estimated 8 million students, and has partnered with more than 200 districts in 31 states to recruit and train teachers as well as improve educator performance to dramatically improve outcomes for students.¹

To date, Tulsa Teacher Corps has recruited two cohorts – the first that began in the summer of 2018. Tulsa Teacher Corps has recruited over 600 applicants, enrolled 348 teachers, and trained 205 corps members. Cohort 1 corps members were over 40% people of color, over 70% female, 15% were over age 55, and over 25% were TPS employees. They went on to teach at 31 school sites across Tulsa for the 2018-2019 school year.

¹ In a 2014 study that received a What Works Clearinghouse (WWC) rating of “meets WWC group design standards without reservations,” TNTP teaching Fellows in secondary math were found to be as effective as comparison teachers and more effective than certain groups. Novice TNTP trained teachers (with three years or less experience) were significantly more effective than other novice teachers, increasing student achievement in math by 0.13 standard deviations. These differences accounted for roughly 4.5 months of learning. Fellows were also significantly more effective than their peers from less selective alternate route programs by 0.13 standard deviations. In addition, an ongoing, annual study by the Louisiana Board of Regents corroborates these findings. Controlling for student past performance and school environment, the model shows TNTP Fellows had the highest concentration of “highly effective” teachers in math and social studies of 14 alternative programs statewide, and the second highest concentration in science.

SEED Timeline



Future of Tulsa Teacher Corps

In Tulsa Teacher Corps' current pilot phase, TPS has focused on recruiting, training and supporting Elementary teachers. This focus was driven by the persistent need in TPS to hire qualified Elementary and Special Education teachers and the role that Tulsa Teacher Corps could play to help fill those vacancies on a year over year basis. As Tulsa Teacher Corps matures, it intends to grow to support TPS' other teacher roles that have presented persistent hardships to recruit. These additional teacher roles include those in Early Childhood, Special Education and Secondary subjects (including Mathematics and Science). Like many other school systems, TPS struggles to attract and retain qualified teachers in these subjects and as TPS supports all of its students to be college and career ready, Tulsa Teacher Corps can serve as a mechanism to recruit and train qualified teachers necessary to realize this goal.

For Tulsa Teacher Corps to be able to support the development of teachers in Early Childhood Education, Special Education and Secondary subjects, it will be necessary to commit the resources necessary to develop the differentiated scope and sequence of coursework and other professional development to support the training of those teachers. It is the intention of Tulsa Teacher Corps to do what is necessary such that each of its teachers can meet the following certification requirements in Oklahoma:

Program of Study	Certification Area	Differentiated Criteria	Coursework Scope
Elementary Education	Elementary Certification	OPTE: PK-8 (075) OSAT: <ul style="list-style-type: none"> ● Elementary Education Subtest 1: Reading/Language Arts (050) and ● Elementary Education Subtest 2: Social Studies/Mathematics/Science/Health, Fitness, and the Arts (051) 	See Course of Study in this document - aligned to TPS learning expectations, curriculum, and OK professional educator standards
Special Education	Certification in Special Education	OPTE: PK-8 (075) or OPTE: 6-12 (076) OSAT FIELD 129: Mild-Moderate Disabilities or FIELD	See Course of Study in this document - aligned to TPS learning expectations, OK Special Education Boot Camp curriculum, and OK professional educator standards
Secondary Math & Science	Middle or Advanced Math or Science Certification	OPTE: 6-12 (076) OSAT Science, Mathematics or Middle-Level exam	Will create Course of Study aligned to TPS learning expectations, Oklahoma Academic Standards, and OK professional educator

			standards
Early Childhood Education	Early Childhood Education Certification	OPTE (PK-8): Early Childhood OSAT FIELD 105: Early Childhood Education	Will create Course of Study aligned to TPS learning expectations, Birth through Eight Strategy for Tulsa, curriculum, and OK professional educator standards

Theory of Action

Tulsa Teacher Corps theory is an articulation of how we believe that the inputs to the program will lead to better outcomes for teachers and students in Tulsa.

IF these conditions are true...

- We recruit, select and enroll a diverse group of aspiring TPS teachers who come from the Tulsa area and beyond
- We prepare Tulsa Teacher Corps members for the rigors of the program and acclimate them to the training and development that is necessary to be a teacher
- We train corps members to be instructionally and pedagogically ready to enter a TPS classroom by supporting them to use to academic content in a culturally-responsive way
- We develop and support corps members through their first two years of teaching in the classroom by ensuring they understand, practice, and can apply systems and actions that support a positive learning community in which all students feel valued, respected, safe to learn and able to build relationships with their teacher and classmates
- We recognize good teaching, have a clear content-specific vision of excellent instruction, work on deeply understanding their subject matter for high leverage concepts, and prepare, practice, and implement lessons aligned to that vision and understanding
- We are data-driven and constantly striving to understand which levers are effective, have a variety of ways to capture student learning and assess their progress also provide students with opportunities to engage and participate in challenging academic content and express their developing understanding



• THEN we expect these outcomes...

- Tulsa's novice teacher talent pool is larger and more diverse than it has been previously
- Tulsa Teacher Corps members are effective novice teachers and on track to be an effective/highly-effective teacher
- We learn which levers, through pre-service training and in-service development, are efficient and effective in supporting the practice of novice teachers and TPS uses these learnings across all TPS novice teachers
- Tulsa increases its ability to recognize and measure effective teaching and consistently "trades up," i.e., hire and retain effective teachers at a greater rate than previously
- TPS' central office is able to sustain and continuously improve Tulsa Teacher Corps in a cost-effective, independent, and integrated way
- Most importantly, students will benefit from a well-prepared, first year teacher in their classroom who supports them to be ready and able to be independent learners, held to higher expectations, more engaging in interesting and rigorous materials, and on a trajectory toward college, career, and civic engagement (and maybe coming back to be teachers in TPS)

Research Base

Research shows that highly effective teachers have a lifelong impact on students, boosting college attendance and future earnings.² But the students most often on the losing side of the achievement gap – students from poor communities, students of color, those with disabilities and English learners – are the ones least likely to get access to excellent teachers.³

Across TNTP's 2010 TEACH project, supported by an Investing in Innovation (i3) Validation grant, new teachers, who had gone through this rigorous, performance-based preparation program, taught over 450,000 students from high-need schools. TNTP has demonstrated in rigorous research studies across multiple sites that the TEACH teacher training model produces teachers who are just as effective as other teachers, if not more so. In a 2013 study⁴ that received a What Works Clearinghouse (WWC) rating of "meets WWC group design standards without reservations"⁵ a large sample (n = 66) of TNTP Teaching Fellows in secondary math were found to be as effective as comparison teachers and more effective than certain groups. In addition, novice TNTP-trained teachers (with three years or less experience) were significantly more effective than other novice teachers, increasing student achievement in math by 0.13 standard deviations. These differences accounted for roughly 4.5 months of learning. Fellows were also significantly more effective than their peers from less selective alternate route programs by 0.13 standard deviations. The relevant outcomes in this study are student achievement for novice teachers with 1-3 years of teaching experience, which are also key outcomes included in the logic model for the proposed projects.

The diversity of teachers is another important driver of student success. Studies reveal that exposure to teachers of one's own race is beneficial in the short and long term for students of color, and experiences with diverse teachers are valuable for all student groups.⁶ Using data from North Carolina, Gershenson et al. (2017) found that black students who had a black teacher even once in grades 3, 4, or 5 were *50 percent* less likely to drop out of school than black students who did not during the same grades. A growing body of research reveals that non-black teachers of black students have significantly lower expectations for students than do black teachers.⁷ Meanwhile, the contrast between the racial make-up of American students and teachers has grown in recent years: over half of K-12 students are not white compared to about one in ten teachers.^{8,9} A recent report shows alternative-route teaching programs have made strides in attracting people of color. However, schools with the most at-risk students tend to be positioned last when it comes to filling their critical vacancies, and hiring is a matter of principals taking what candidates they can get. High rates of teacher turnover in the same schools exacerbate these challenges, leaving school leaders in a near-constant state of hiring teachers and little opportunity to be selective. In addition to the documented effects that TNTP's teacher training model has had on student achievement, new research suggests key components of the model prepare teachers who are far less likely to leave teaching after their first year on the job.¹⁰ The district-based TEACH program, designed with these core elements of TNTP's training approach, is therefore likely to contribute to

2 Chetty (2011).

3 Palardy (2015).

4 Clark et al. (2013).

5 U.S. Department of Education (2014).

6 Boser (2014); Egalite, Kisida & Winters (2014); Gershenson et al. (2017)

7 Gershenson, Holt, & Pasorge (2016)

8 Al Shanker Institute (2015).

9 US Department of Education (2016)

10 Ingersoll et al. (2014).

improved student outcomes and also increased retention of those new teachers who meet a rigorous bar for quality.

Research also suggests that these factors are associated with teacher quality: having academic skills and subject-specific training, participating in high-quality induction and professional development, and, to be most effective, having more than a few years of experience.¹¹ Our theory of action relies on these very dynamics. By transforming the way Tulsa Teacher Corps recruits, develops and recognizes teachers in their ranks, we anticipate not only that we can increase the number of effective teachers that come into the district, but also that a higher number of effective teachers will stay—and continue to improve.

While Tulsa Teacher Corps has only been training teachers for one full year, TNTP has 20 years of experience and across TNTP's established programs the data shows that 6 weeks of TNTP training led to first-year teacher performance equal to that of teachers who received 2-4 years of traditional training.

1. **Across 7 TNTP Teaching Fellows programs, TNTP-trained teachers perform just as well as new teachers who come through other prep programs.** In a multi-year study, researchers at American Institutes for Research compared Fellows to traditionally trained teachers with similar experience levels, using classroom observation data drawn from district evaluation tools, as well as student outcome data. Ultimately, they found that Teaching Fellows perform just as well as comparison teachers. **And Fellows are more likely to still be teaching a year later, compared to teachers from other programs.** The second-year retention rate for Fellows was 6 percent higher than for other new teachers.¹²
2. In **NYC**, TNTP-trained teachers performed as well as their traditional route peers between 2000 and 2010. Over a ten-year period, the average achievement gains of students of New York City Teaching Fellows were equal in math and slightly lower in ELA compared to the gains of teachers from traditional routes. Additionally, New York City Teaching Fellows are more racially diverse and more likely to work in hard-to-staff areas than new teachers from more traditional routes.¹³
3. Across **9 TNTP sites**, secondary math TNTP-trained teachers were, on average, as effective as comparison teachers—and more effective than certain groups. Students taught by novice TNTP-trained teachers outscored students of novice comparison teachers by roughly 4.5 months of additional learning. Experienced Fellows were as effective as their peers.¹⁴

In states that analyze prep provider effectiveness, our programs have received positive evaluations.

- In **Nashville**, in SY2014-15, early career teachers trained by TNTP in Nashville, on average, significantly outperformed other beginning teachers across the state in both elementary and secondary subjects. Additionally, they performed about the same as average grade 4-8

11 Goldring, Taie, & Riddles (2014)

12 Gerdeman, D., Wan, Y., Molefe, A., Bos, H., Zhu, B., & Dhillon, G. (2017). *Impact of TNTP's Teaching Fellows in urban school districts*. Washington, DC: American Institutes for Research. ([Gerdeman et al., 2017](#))

13 Boyd, D., Dunlop, E., Lankford, H., Loeb, S., Mahler, P., O'Brien, R., & Wyckoff, J. (2011). *Alternative certification in the long run: A decade of evidence on the effects of alternative certification in New York City*. ([Boyd et al., 2011](#))

14 Clark, M., Chiang, H., Silva, T., McConnell, S. Sonnenfeld, K., Erbe, A., Puma, M. (2013). *The Effectiveness of Secondary Math Teachers from Teach For America and the Teaching Fellows Programs (NCEE 2013-4015)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. ([Clark et al., 2013](#))

math and high school teachers in the state, regardless of experience.¹⁵ In the newly designed 2016 program report card, the state gave Nashville Teaching Fellows the highest available rating (Category 4), driven by the fact that Fellows exceeded the statewide average in their observation and value-added scores.¹⁶

- In **Louisiana**, 22 percent of first-year TNTP-trained teachers rank in the 81st percentile or better when compared to the rest of the state (including experienced teachers). Additionally, almost 50 percent of them outperform the statewide average, as compared to just 39 percent of other first-year teachers around the state. In SY2013-14, second-year teachers with value-added scores outperformed more than 60% of all teachers statewide, regardless of experience level.¹⁷
- In **Texas**, TNTP-trained teachers had a positive effect on student outcomes as compared to other pathways, in the range of 0.05 to 0.10 standard deviations in math.¹⁸

15 TN State Board of Education (2015). [2015 Report Card on the Effectiveness of Education Preparation Program Providers](#). *TNTP: Nashville Teaching Fellows*.

16 TN State Board of Education (2016). [2016 Report Card on the Effectiveness of Teacher Training Programs](#). *The New Teacher Project-Nashville Teaching Fellows*.

17 TNTP analysis of LA DOE data. Updates to the state's public preparation program dashboards coming in 2017.

18 Lincove, J., Osborne, C., Mills, N., & Bellows, L. (2014). Training teachers for profit or prestige: Analysis of a diverse market for teacher training. *Journal of Teacher Education*, 66(5), 415-434.

Goals of the Tulsa Teacher Corps 2 Year Program

Tulsa Teacher Corps trains great educators who are committed to inspiring and preparing every student to love learning, achieve ambitious goals, and make positive contributions to our world. Corps members help shape our community's future and support students to develop their full academic and social potential. Tulsa Teacher Corps also serves as a laboratory to test and prove strategies to improve adult teaching and student learning that can carry across the district.

The goal for Tulsa Teacher Corps is that every corps member is prepared to build safe, trusting, and accepting relationships with each student and help each student grapple joyfully and productively with complex ideas, texts, and tasks.

In pursuit of this goal, Tulsa Teacher Corps will:

1. **Create a humanizing learning environment.** In order to activate their brains for learning, students need to feel safe, valued, and respected. We achieve this by building accepting relationships, creating norms and routines, and incorporating culturally responsive, trauma-informed, and restorative practices.
2. **Let students own the learning.** We will incorporate practices to ensure all students are participating in classroom learning and that participation is focused on challenging, complex, grade-appropriate content. We will learn how to use skills including writing, questioning, and discussion to engage all students in grappling with the content.
3. **Commit to constant learning.** We are a community of learners, contributors, and designers. We will reflect regularly on our practice, identifying our challenges and areas for improvement. We will seek out feedback from our coaches, school leaders, peers, and, importantly, our students.

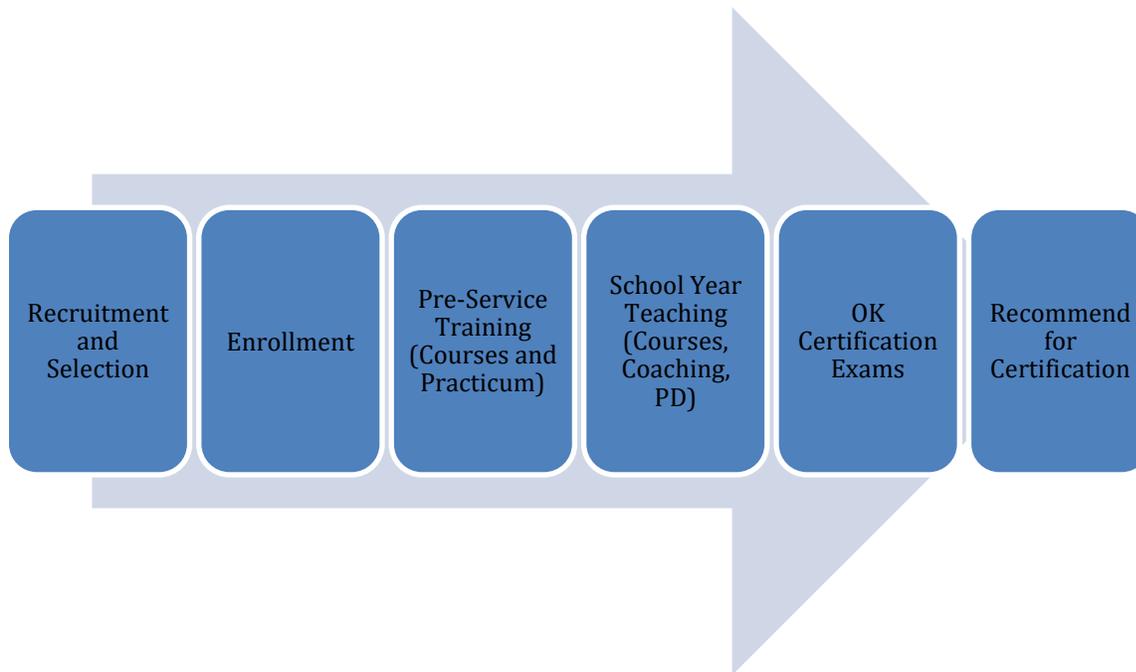
Key Foundations of Tulsa Teacher Corps

Tulsa Teacher Corps is anchored to the TEACH components, because of their evidence of past success, and in this program, they include:

- **Rigorous Performance Bar** – Tulsa Teacher Corps members are evaluated on how well they teach, as defined by four domains captured in the [Tulsa Way Rubric](#): Culture of Learning, Essential Content, Academic Ownership and Demonstration of Learning. Each facet of pre-service training, coursework, and school-year professional development sessions are designed in service of promoting corps members to excel in these areas, which are known to correlate to positive outcomes for students.
- **Teacher Diversity** – All components of Tulsa Teacher Corps, from the requirements for candidates, to the content of coursework, are aligned to district priorities. Tulsa Teacher Corps is committed to building a diverse candidate cohort that reflects the students of Tulsa.
- **Blended Learning** – Candidates participate in both in-person and online coursework to maximize time spent in classrooms receiving feedback and practicing discrete teaching skills. In-person coursework focuses on instruction, classroom environment, and design for diversity, whereas candidates focus on foundational content and elementary methodology through a blended learning experience.
- **Practice-Based Learning** – Through an immersive teaching experience and practice-based teacher curricula, candidates actively practice concrete instructional techniques with their classroom coaches to quickly develop their skills before employing them with students.
- **Coaching and Feedback** - Candidates are continually supported through in-person, real-time coach feedback. Candidates are actively coached in the classroom and receive follow-up coaching conversations aligned to both classroom observations and program coursework.
- **Standards Aligned (OAS + Tulsa Learning Expectations and Standards of Performance and Conduct for Teachers)** - The Tulsa Learning Expectations are the academic expectations we hope for students to achieve. They are designed to ensure that all students are reaching the bar for excellence to prepare them for college and career readiness. Tulsa Learning Expectations have been built in alignment with Oklahoma Academic Standards and TPS selected curriculum. Tulsa Teacher Corps also aims to build teachers that respect the profession and pursuing excellence for the students they serve in accordance with Oklahoma’s Standards of Performance and Conduct for Teachers

Program Overview

To successfully complete Tulsa Teacher Corps, once selected for the program, corps members will need to complete a set of requirements and demonstrate proficiency in classroom instruction. Throughout the program, corps members will engage in online coursework, professional development in which they can practice key skills, and get feedback on their classroom instruction.



Program Entry Requirements:

- To be eligible for the program candidates must demonstrate:
 - A bachelor's degree conferred by an accredited college or university by July 1 (of the year they enter the program).
 - Two satisfactory references from current or previous supervisors.
 - A cumulative GPA of 2.5 or higher for Elementary and 2.75 or higher for Special Education
 - Satisfactory completion of the statement and all other portions of the application.
 - A clear background check and drug screen.

Program Structure:

- In Year 1 of the two-year program, corps members are required to meet a specified performance bar at the end of the summer training program to be able to enter a full-time teaching position in a classroom.
- For the rest of Year 1, corps members engage in regular coaching cycles and TTC professional development sessions and online coursework. Corps members must demonstrate proficiency in coursework and progress towards their individual goals and meet a specified performance bar.

- At the end of Year 1, corps members are evaluated on the following factors and must meet a specified performance bar to renew their temporary certificate for an additional year and continuation in the program:
 - At least two satisfactory Tulsa Way evaluations from program staff.
 - Goal-meeting survey results from students, parents and their school leader.
 - Student performance data.
 - Passage of OGET and OSAT
- In Year 2, corps members participate in a 2-week intensive summer training to build on skills and practices learned in Year 1. Furthermore, during the summer corps members must pass the OPTE.¹⁹
- For the rest of Year 2, corps members engage in regular coaching cycles and TTC professional development sessions (and continued online coursework). They are required to demonstrate progress towards their individual goals and meet a specified performance bar.
- At the end of Year 2, corps members are evaluated on the following factors and are required to meet a specified performance bar to be recommended for their standard certification:
 - At least 2 satisfactory Tulsa Way evaluations from program staff.
 - Successful completion of coursework and professional development sessions.
 - Survey results from students, parents and their school leader.
 - Additionally, members must participate in the development of future teachers by contributing 20 hours to support the Tulsa Teacher Corps program through the completion of specific tasks, such as recruitment support, co-facilitating a webinar or school visit, etc.

¹⁹ In August of 2021, the Oklahoma State Department of Education is eliminating the Oklahoma Professional Teaching Examination (OPTE) as one of the state's three certification exams. In its place, the state has adopted the Praxis Performance Assessment for Teachers (PPAT). The current cohort will still take the OPTE but future cohorts will take the PPAT.

Progression of Corps Members Instructional Learning:

Component	Details
1 Enrollment Period	<p>Purpose: Learn the habits of effective teachers through observations, develop understanding of teaching profession and develop reflective practitioner skills</p> <ul style="list-style-type: none"> - <i>Observe Tulsa Public Schools classrooms</i> - <i>Begin online learning about the role a teacher plays in student success including building a culture of learning and understanding student needs to be anchored to excellent instruction</i> - <i>Explore own student equity mindset</i>
2 Week 1: Pre-Service Training	<p>Purpose: Develop reflective practices to know self as a teacher, understand students, and set expectations</p> <ul style="list-style-type: none"> - <i>Focus on Culture of Learning and establishing a learning mindset for self and students</i> - <i>Learn about the history of education in Tulsa with focus on communities of color, educational inequities, history of special education, and relevant formative experiences</i> - <i>Acclimate to the instructional vision for learning and curricular content</i>
3 Week 2: Pre-Service Training	<p>Purpose: Begin supporting small group and one-on-one instruction, observe supervising practitioner and reflect on practice, develop instructional planning skills</p> <ul style="list-style-type: none"> - <i>Focus on Essential Content and developing understanding of strong content-based instruction</i> - <i>Practice pedagogical techniques in small groups and feedback from coaches</i>
4 Week 3 - 6: Pre-Service Training	<p>Purpose: Experience summer school instructional load reflective of true lead teaching. Increase instructional load and lead curriculum planning.</p> <ul style="list-style-type: none"> - <i>Lead full instruction for the summer school classroom, assume full responsibility for curriculum planning and instructional decisions. Classroom coaches observe and provide feedback.</i> - <i>Continue to develop instructional planning skills through practice and support, and practice instructional techniques with support and feedback</i>
5 Gear Up between PST and School Year	<p>Purpose: Prepare for the school year, acclimate to school and classroom environment, review student data for incoming class and continue online learning.</p> <ul style="list-style-type: none"> - <i>Engage with coaches and peers to prepare for the start of the school year.</i> - <i>Participate in continued online professional development.</i>
6 School Year 1 Semester 1	<p>Purpose: Experience full instructional load as the teacher of record with continued support.</p> <ul style="list-style-type: none"> - <i>Lead full instruction, aligned to Tulsa Public Schools student learning expectations, for all classes daily with bi-weekly support of coaches.</i> - <i>Continue online coursework focused on Math and ELA content.</i> - <i>Focus on the Culture of Learning and Essential Content in development sessions and with coaches.</i> - <i>Take and pass OGET</i>
7 School Year 1 Semester 2	<p>Purpose: Experience full instructional load as the teacher of record with continued support.</p> <ul style="list-style-type: none"> - <i>Lead full instruction, aligned to Tulsa Public Schools student learning expectations, for all classes daily with bi-weekly support of coaches.</i> - <i>Continue online coursework focused on Math and ELA content.</i> - <i>Focus on Essential Content and Academic Ownership in development sessions and with coaches.</i>

	<ul style="list-style-type: none"> - <i>Take and pass OSAT</i>
8 Summer 2 2-week training	Purpose: Practice advanced instructional techniques and work with students to help them access rich, challenging content. <ul style="list-style-type: none"> - <i>Deepen teacher practice in lesson and unit preparation and internalization.</i> - <i>Work with students in professional learning communities to reflect, analyze data, and prepare for future teaching.</i> - <i>Take and pass OPTE²⁰</i>
9 School Year 2 Semester 3	Purpose: Experience full instructional load as the teacher of record with continued support. <ul style="list-style-type: none"> - <i>Lead full instruction, aligned to Tulsa Public Schools student learning expectations, for all classes daily with bi-weekly support of coaches.</i> - <i>Continue online coursework focused on Math and ELA content and deepening understanding of teaching English learners and exceptional students.</i> - <i>Work in professional learning communities in cycles on curriculum implementation – focused on the lesson and unit-level planning.</i>
10 School Year 2 Semester 4	Purpose: Experience full instructional load as the teacher of record with continued support. <ul style="list-style-type: none"> - <i>Lead full instruction, aligned to Tulsa Public Schools student learning expectations, for all classes daily with bi-weekly support of coaches.</i> - <i>Continue online coursework focused on Math and ELA content and deepening understanding of teaching English learners and exceptional students.</i> - <i>Work in professional learning communities in cycles on using student data and student work – focused on the lesson and unit-level planning.</i>

²⁰ In August of 2021, the Oklahoma State Department of Education is eliminating the Oklahoma Professional Teaching Examination (OPTE) as one of the state’s three certification exams. In its place, the state has adopted the Praxis Performance Assessment for Teachers (PPAT). The current cohort will still take the OPTE but future cohorts will take the PPAT.

Program Component Demands:

Program Component	Timeframe	Description	Number of Hours
<i>Enrollment Coursework</i>	April – June	Corps members must complete online coursework covering the critical role a teacher plays in student success including building a culture of learning, understanding student needs, supporting English language learners and students with disabilities, getting to know students and communities and building a vision of excellent math and English Language Arts instruction.	15 - 20
<i>Pre-Service Training</i>	June – July	Corps members attend knowledge and skill-building training over the course of six weeks. This training period includes in-person courses, lesson-planning, and expert panels. Throughout this time, corps members are practicing their preparation to teach and their actual teaching and being observed and assessed. Corps members are required to meet a specified performance bar at the end of the summer training program to be able to enter a full-time teaching position in a classroom.	140 - 150
<i>Field Experience</i>	June – July	<p><u>Elementary Track</u> Corps members are teaching in classrooms within Tulsa Public Schools’ summer school. Their classroom teaching practice is observed and assessed by experienced TPS teachers who provide feedback on their classroom teaching.</p> <p><u>Special Education Track</u> Corps members who are on the Special Education (SPED) track are expected to complete 30 hours of observation in the classrooms within Tulsa Public Schools’ summer school. Corps members should keep a log of all field experience observations and activities. Each candidate is responsible for maintaining a journal describing and reflecting on each observation session.</p>	<p>~40 - 50 hours of teaching time</p> <p>~30 - 40 hours of observation time</p>
<i>Teacher Coaching</i>	August – June (2 years)	Tulsa Teacher Corps members receive regular coaching from supportive coaches who provide ongoing observation, coaching, and feedback, to continue to improve their teaching craft and deepen content knowledge. Corps members will have at least 6 observation, coaching and feedback sessions per year and must receive average satisfactory ratings.	30 - 40
<i>School-Year Professional Development</i>	August – June (2 years)	Corps members continue building lesson-planning skills and developing standards-based content knowledge needed to be successful in teaching. These sessions are practice-based, led by Tulsa Teacher Corps coaches, and offered in-person and virtually roughly one to two times per month. Most sessions are mandatory.	80 - 90
<i>Online Coursework</i>	August – June (2 years)	During the school year, corps members must successfully complete subject-specific coursework that continues to develop and reinforce the fundamentals of great teaching while shifting focus to more advanced teaching practices such as differentiating instruction, fostering higher-order thinking, and using student data to drive instruction.	45 - 50
<i>Oklahoma State Teaching Exams</i>	By October of Year 2	Successfully passing of: <ul style="list-style-type: none"> • Oklahoma General Education Test (OGET) 	12 - 20 hours

		<ul style="list-style-type: none"> ● Oklahoma Professional Teaching Examination (OPTE)²¹ ● Oklahoma Subject Area Tests (OSAT) 	
Summer #2	June – July	Corps members practice advanced instructional techniques and work with students to help them access rich, challenging content. The focus is on deepening practice in lesson and unit preparation and internalization. And through working with summer school students, engage in professional learning communities to reflect, analyze data, and prepare for future teaching.	~60 – 70 hours

Coaching Model

During Year 1 and Year 2, Tulsa Teacher Corps members will be observed by their coaches at least once every two weeks. On an as-needed basis, dependent on the corps member’s performance on the Tulsa Way Rubric components, corps members will get additional coach visits and feedback on their instructional practice.

Coaches are Tulsa Public Schools’ Instructional Mentors - who are trained in the cycle of coaching that includes a coaching conference of a pre-observation and post-observation visit with the teacher. In addition, coaches do in-class coaching and out-of-class planning for these interactions to improve teacher practice. Coaches will follow a structured approach to coaching which includes planning/internalization, observation, analyzing student learning, and providing corps members with feedback that include:

Coaching Conference

- ❖ This conference will follow the **See It, Name It, Do It Framework** and functions as a pre-observation and post-observation conference.
- ❖ For the Coach’s first time working with a teacher, the Coach will need to do a baseline observation. As the coach continues to work with the teacher, the Pre-Observation Conference will build on the previous observation or in-class coaching session.

See It

- The coach provides feedback to Teacher using evidence. Depending on the focus, this evidence could be:
 - Data Coach collected in the classroom that was grounded in the focus and goal
 - Evidence of student learning (this can be analyzed together)
 - Student work
 - Rating on the Tulsa Way Rubric
- Coach identifies where the teacher has succeeded in implementing feedback from the previous cycle.
- Coach and Teacher reflect on previous performance and set a goal for this cycle.
- Coach sets a goal for cycle and identifies specific development focus using the *Get Better Faster Scope and Sequence*.
- Coach describes or presents the exemplar or model and the teacher and Coach identify the gap between the model and the teacher’s performance. This model or exemplar could be:

²¹ In August of 2021, the Oklahoma State Department of Education is eliminating the Oklahoma Professional Teaching Examination (OPTE) as one of the state’s three certification exams. In its place, the state has adopted the Praxis Performance Assessment for Teachers (PPAT). The current cohort will still take the OPTE but future cohorts will take the PPAT.

- Video clip of a model lesson
- The model was done by Coach
- Exemplar portion of a plan

Name It

- Coach and Teacher name action steps and describe what they will be doing and how they will do it.
- The teacher writes it down.

Do It

- Teacher and Coach plan for practice
- Teacher practices and Coach provides feedback.
- Coach and Teacher clarify Coach's role in this round of in-class coaching

In-Class Coaching

- The coach works with the Teacher in the classroom on the development focus. Coach chooses one technique to use:
 - Models or co-teaches with teacher
 - Cues teacher through whisper/ elbow coaching, earbud coaching, or cue cards
 - Observes and collects specific data on the teacher or student actions
- The coach rates the lesson using the Tulsa Way Rubric and enters this rating

Coach Planning (occurs throughout the cycle)

- Coach assesses progress toward a goal using data
- Coach plans key points of the conference
- Coach plans out the next steps that will be shared with teacher
- Coach cultivates resources to support in Teacher in progress toward the goal

The coaching model is grounded in five key strategies to support teacher success:

1. Expert Coaches. TPS Instructional Mentors will work as a team to provide mentoring, coaching, and feedback to novice teachers during their first two years of teaching. These coaches serve as both mentor and coach driving teacher development and helping teachers to navigate their needs to support their professional growth.

2. Active Coaching and Modeling. Instructional mentors will circulate during select classroom lessons and model a particular skill or intervene in more subtle ways, such as holding up signs to prompt actions, if necessary, to support the teacher's continuous development. With active observations, teachers receive training with constant, individualized feedback that they can act on immediately to improve their instructional practices.

3. Specific, Frequent Feedback. Through reflective observation debriefs, teachers and coaches reflect on and determine the strengths of the lesson and areas of growth. Coaches deliver bite-sized feedback focused on one or two aspects of a teacher's performance-specific skills that will have the biggest impact on student learning and are aligned to the Tulsa Way Rubric. Teachers will receive at least two coaching touchpoints per month.

4. Immediate Practice. Debrief conversations do not end after coaches provide feedback. Teachers also observe models of proven teaching practices drawn from real classrooms and reflect on how to incorporate those strategies into their lessons.

5. Actionable, Student-Focused Data. Teachers reflect on how their performance affects student outcomes. Instructional mentor coaches collect reliable teacher performance data and artifacts to inform their coaching. This data will be used to assess for evidence of growth and readiness for certification recommendation.

Evaluation Overview

Corps members will be monitored throughout Tulsa Teacher Corps to ensure they are making adequate progress in the program, continuing to develop in their teaching practice and attaining the requisite skills necessary to be a successful teacher.

Summer 1 Pre-Service Training: Corps members must pass the performance bar for pre-service training to advance to a school year teaching position in the Tulsa Teacher Corps.

1. Modified Tulsa Way evaluation observations:
 - Evaluated by summer coaches weekly using a modified version of the Tulsa Way rubric
 - Expected to reach the “on track” stage of proficiency across all Tulsa Way elements
2. Lesson Planning Proficiency:
 - The teacher demonstrates evidence of thinking through all aspects of the planning template by completing each section fully and appropriately.
 - The lesson plan makes clear how the content of the lesson connects to the overall learning of the unit.
 - The lesson plan identifies questions from the curriculum that they will be used when delivering the lesson.
 - The lesson plan includes opportunities for students to interact with each other at multiple points in the lesson and defines how they will interact (e.g. turn and talk, small group discussion).
 - The lesson plan identifies questions and tasks that will be used to check for understanding of lesson objectives/content.
 - After delivering the lesson, the teacher reflects on which parts of the lesson worked well and which pieces they would change when delivering the lesson in the future.
3. Professionalism and Self-Reflection:
 - Assessed summatively by coaches and instructors for professionalism and self-reflection demonstrating the ability to receive and use feedback to grow their practice.

Pre-Service Training Performance Bar Scoring:

Weighting:

- ✓ Tulsa Way Classroom Observations: 55%
- ✓ Lesson Planning: 30%
- ✓ Professionalism: 15%

Scoring

- ✓ Corps members must receive 2.40 out of the total possible summer evaluation score points (3.0) in order to advance to a school year teaching

School Year Evaluation: Corps members must pass the full Tulsa Way evaluation screen in order to be recommended for certification. Using Tulsa Way, corps members will be rated by their coaches and/or other observers for proficiency at least 2 times during the school year across the four elements:

1. Culture of Learning
2. Essential Content
3. Academic Ownership
4. Demonstration of Learning

In addition, Tulsa Teacher Corps members must also meet the satisfactory bar for Tulsa Public Schools' evaluation system (TLE).

Attendance and completion: In addition to satisfactorily passing each stage of evaluation, corps members are also required to attend and successfully complete the following activities:

- All mandatory professional development training sessions (unless specified otherwise)
- Summer training between the first and second years
- Leadership to develop future teachers by contributing 20 hours to support the Tulsa Teacher Corps program through the completion of specific tasks, such as recruitment support, co-facilitating a webinar or school visit, etc.

Coaches and program staff will also collect evidence of corps member performance on student surveys for consideration of growth and feedback.

Course of Study

Tulsa Teacher Corps members will take online courses, prepared with their development as Elementary and Special Education educators in mind. These courses follow a program of study designed to build strong content expertise across the content areas.

Initial Elementary and Special Education Certification Program of Study Overview:

Corps members must complete coursework covering the critical role a teacher plays in student success including building a culture of learning, understanding student needs, supporting English language learners and students with disabilities, getting to know students and communities and building a vision of excellent math and English Language Arts instruction.

All Corps members, regardless of which track (Special Education or General Education), will complete a similar enrollment and summer training experience.

Time Period	Course List
Enrollment <i>Spring before PST</i>	<p><u>Enrollment Overview</u></p> <ul style="list-style-type: none"> • Welcome and Introduction to Teaching <p><u>Module 1: Welcome to the Course</u></p> <ul style="list-style-type: none"> • Examine some educational practices and policies that boost academic achievement among underserved students. • Learn about the program’s mission to prepare great teachers who lead all students to high levels of academic success. <p><u>Module 2: Great Instruction- How You Teach</u></p> <ul style="list-style-type: none"> • Learn how to create a culture of learning in your classroom by fostering relationships with students, motivating and investing students, and setting high expectations for all students. • Understand students’ needs and explore how to meet these needs in the classroom by creating a structured environment and setting clear expectations. <p><u>Module 3: Promoting Student Achievement Through Diversity</u></p> <ul style="list-style-type: none"> • Describe basic strategies for meeting the academic needs of English Language Learners in the classroom. • Describe guidelines for teaching students with disabilities under the Individuals with Disabilities Education Act (IDEA). • Understand the importance of building relationships with families and the effects on student outcomes. • Reflect on how to approach understanding your students’ community with a vision for how it can support student success. • Our Vision of Excellent Instruction for ELA & Math • Our Vision of Excellent Instruction for ELA & Math <p><u>Module 4: Vision Building: Describing Excellent Literacy Teaching</u></p> <ul style="list-style-type: none"> • Identify elements of an excellent literacy lesson, describing how a teacher incorporates Our Vision of Excellent Literacy Instruction. • Explain why it is urgent that our students read grade-level appropriate, complex texts. • Recognize the importance of text-dependent questions in an effective literacy lesson. • Describe how to analyze the complexity of a text to identify key teaching points. <p><u>Module 5: Vision Building: Describing Excellent Literacy Teaching Part II</u></p> <ul style="list-style-type: none"> • Describe the way that an excellent reading lesson is structured and how a CKLA lesson reflects that structure. • Describe the phases of an effective reading lesson: before, during, and after reading. • Reflect on the three phases of an upcoming CKLA reading or listening comprehension lesson. <p><u>Module 6: Defining Excellent Math Instruction</u></p> <ul style="list-style-type: none"> • Develop a shared vision of elementary math that prepares students for college and career readiness. • Identify and describe teacher and student actions that exemplify Our Vision of Excellent Math Instruction. • Explore the Oklahoma Mathematical Actions and Processes in connection to excellent math instruction. <p><u>Module 7: Key Approaches to Quality Math Instruction</u></p> <ul style="list-style-type: none"> • Develop a shared vision of college and career-ready K-12 math using the Three Key Approaches to Quality Math Instruction

	<ul style="list-style-type: none"> Describe focus, coherence, and rigor as key approaches to quality math instruction <p><u>Certification Test Preparation Courses</u></p>
<p>Pre-Service Training <i>Summer 1</i></p>	<ul style="list-style-type: none"> PST Seminar (in-person instruction) – Transition to Lead Teaching and Coaching <ul style="list-style-type: none"> Introduction to restorative conversations Introduction to classroom management techniques: <ul style="list-style-type: none"> Strong Voice Precise Directions Be Seen Looking Positive Narration Least Invasive Intervention Firm Calm Finesse Art of the Consequence Introduction to ELA and Mathematics curriculum and strong instruction <ul style="list-style-type: none"> Identify key components of CKLA Build an understanding of the purpose of CKLA Review research informing CKLA Identify key components of Eureka Build an understanding of the purpose of Eureka Review research informing Eureka Lesson planning using exit tickets and student data Lesson delivery practice, incorporating techniques Tie to standards Design for Diversity (in-person instruction) Building a Safe and Welcoming Classroom (in-person instruction) <ul style="list-style-type: none"> Neuroscience of education History of education in Tulsa and Oklahoma Dominant narratives in education Developmentally appropriate expectations

School Year Online Coursework (Elementary Education)

Those Corps members who successfully completed Pre-Service Training with a focus in the elementary track will complete online coursework that focuses on topics such as differentiating instruction, fostering higher-order thinking, and using student data to drive instruction.

Time Period	Course List
<p>School Year 1 <i>Semester 1</i></p>	<ul style="list-style-type: none"> School Year Seminar – Lead Teaching and Coaching Foundations of Literacy and Math Instruction <ul style="list-style-type: none"> <u>Module 1: Building a Culture of Learning in the Math Classroom</u> <ul style="list-style-type: none"> Investigate the myths, facts, and mindsets that surround math education. Explain the factors of growth mindset and Culture of

Error on building a Culture of Learning in Math.

- Use components of growth mindset and Culture of Error to analyze and improve the Culture of Learning

- Module 2: Creating Learning Goals

- Connect Math Learning Expectations for Tulsa Students to Our Vision of Excellent Math Instruction

- Describe the purpose and features of effective learning goals

- Practice writing learning goals for an upcoming lesson

- Module 3: Foundational Literacy Skills

- Identify key foundational skills and their role in literacy lessons

- Explain why teaching foundational skills are important to support literacy in every elementary grade level

- Practice planning for a lesson that focuses on foundational skills

- Module 4: Understanding Text-Dependent Questions

- Identify text-dependent vs. non-text-dependent questions.

- Understand how text-dependent questions focus on students' efforts on the most important parts of a complex text.

- Understand how text-dependent questions guide students through the process of creating the meaning of a text.

- Introduction to teaching in English Language Development and Exception Student classrooms

- Module ELD and ESSA: The Intersection of Culture, Language and Power

- Investigate the role of culture and its intersection with teaching and learning for English Language Learners (ELLs).

- Describe the diverse cultural, racial, ethnic, and linguistic identities of ELLs and their families.

- Identify strategies for creating a supportive and inclusive environment in which language empowers

	<p>students.</p> <ul style="list-style-type: none"> ● Introduction to Second Language Acquisition <ul style="list-style-type: none"> ■ Explain the four domains of language. ■ Identify factors that impact second language acquisition. ■ Identify the structural components of language. ● The Inclusive Classroom <ul style="list-style-type: none"> ■ Identify the 14 disability categories under which students qualify for special education services and explain the meaning of special education eligibility including the stakeholders involved in meeting the tenets of the law. ■ Articulate the defining academic and behavioral characteristics of high-incidence disabilities (learning disability, emotional disturbance, intellectual disability, autism, and speech, and language impairment) and explain the need for specific special education services. ■ Describe the purpose and contents of an Individualized Educational Program (IEP). ● Certification Test Preparation Courses
<p>School Year 1 <i>Semester 2</i></p>	<ul style="list-style-type: none"> ● School Year Seminar – Lead Teaching and Coaching ● Creating Strong Readers and Writers Through Literacy Instruction <ul style="list-style-type: none"> ○ <u>Module 5: Encouraging Student Discussion of Texts</u> <ul style="list-style-type: none"> ■ Reflect on the Tulsa Learning Expectations for Speaking and Listening. ■ Describe and use specific strong peer discussion routines to support student growth in literacy (and all content areas). ○ <u>Module 6: Effective Writing Instruction</u> <ul style="list-style-type: none"> ■ Investigate the Tulsa Learning Expectations for Writing. ■ Understand the importance of using writing

	<p>techniques in the classroom.</p> <ul style="list-style-type: none"> ■ Identify the ways effective teachers use writing to increase ownership over content-including the technique Everybody Writes. <ul style="list-style-type: none"> ● Literacy and Language Development <ul style="list-style-type: none"> ■ Describe the three stages of literacy development ■ Describe how first-language literacy impacts second language literacy development ■ Describe key structures and strategies that support ELLs reading complex, grade-level texts ● Differentiating ELA <ul style="list-style-type: none"> ■ Explore and explain the role of strength-based planning and Universal Design for Learning (UDL) principles in meeting the academic and social-emotional needs of all students in an inclusive classroom. ■ Describe and anticipate how students' disabilities might affect the learning of ELA and literacy skills and explain how UDL principles and differentiated instruction along with specially designed instruction and supplementary aids and services can support students in meeting ELA standards. ■ Analyze a lesson to identify evidence-based strategies to meet specific ELA needs. ● Certification Test Preparation Courses
<p>Advanced Summer Training <i>Summer 2</i></p>	<ul style="list-style-type: none"> ● Good to Great Institute: improve the ability to help students access complex text and provide more opportunities for them to productively struggle with complex ideas. <ul style="list-style-type: none"> ○ The Literacy Institute focuses on building teacher knowledge of vocabulary, fluency and text complexity while developing their skills at using scaffolded question progressions to support students in group/independent reading and help them build knowledge. ○ The Math Institute focuses on the content domain of ratio and proportional relationships across grade levels and pairs that with the pedagogical approach to facilitating task-based instruction. Teachers develop their content knowledge and

	<p>understanding of student misconceptions through modeling from master teachers and doing the math themselves.</p> <ul style="list-style-type: none"> ● Certification Test Preparation Courses
<p>School Year 2 <i>Semester 3</i></p>	<ul style="list-style-type: none"> ● Developing Strong Mathematical Thinkers <ul style="list-style-type: none"> ○ <u>Module 7: Selecting and Preparing for Rich Math Tasks</u> <ul style="list-style-type: none"> ■ Define the role of a math task in building a college and career-ready math classroom. ■ Describe and identify the characteristics of rich math tasks. ■ Create an exemplary response to a task and explain how it fully demonstrates grade-level expectations. ■ Generate multiple possible student solution strategies ■ Anticipate student misconceptions ○ <u>Module 8: Selecting and Preparing for Rich Math Tasks</u> <ul style="list-style-type: none"> ■ Understand the steps for facilitating and debriefing a rich math task in the classroom ■ Prepare questions to use during student work time ■ Recognize strong teacher moves to facilitate without funneling students toward one solution strategy ● ELD Instructional Strategies in the Content Areas <ul style="list-style-type: none"> ■ Describe the components of sheltered instruction and how it supports ELLs in the content areas. ■ Identify strategies for increasing comprehensible input in content area lessons, such as scaffolding and explicit academic vocabulary instruction. ■ Modify a math lesson plan to include strategies for scaffolding practice and increasing comprehensible input. ● Differentiating Math for Exceptional Students <ul style="list-style-type: none"> ■ Explain the importance of supporting self-advocacy and providing both academic and social-emotional

	<p>support to foster perseverance and productive struggle in math.</p> <ul style="list-style-type: none"> ■ Describe and anticipate how students’ disabilities might affect the learning of math concepts and skills and how evidence-based strategies can support pre-teaching, reteaching, and practice/review. ■ Analyze a lesson to identify evidence-based strategies to meet specific math needs.
<p>School Year 2 <i>Semester 4</i></p>	<ul style="list-style-type: none"> ● Executing Our Vision for Excellent Science and Social Studies Instruction <ul style="list-style-type: none"> ○ <u>Module 9: Our Vision of Excellent Science Instruction</u> <ul style="list-style-type: none"> ■ Articulate the most critical elements of our Vision for Excellent Instruction in Science, providing specific examples for each. ■ Explain what the Crosscutting Concepts are and articulate their importance (no matter which standards you’re using). ■ Plan and execute strategies for integrating the Crosscutting Concepts into lessons and units. ■ Explain how the various Science and Engineering Practices support students “doing” science and articulate why this is important. ■ Illustrate targeted Science and Engineering Practices using specific classroom examples. ■ Articulate how the NRC Disciplinary Core Ideas ensure that we teach grade-level and content-area standards in a manner that is focused, coherent, and appropriately rigorous. ■ Integrate the Disciplinary Core Ideas and Literacy Standards into your planning and teaching. ○ <u>Module 10: Inquiry-Driven Science Instruction</u> <ul style="list-style-type: none"> ■ Define and describe inquiry-driven instruction. ■ Describe the purpose, structures, and components of the 5E instructional model. ■ Articulate how the 5E Lesson Plan promotes student ownership of learning. ■ Examine an exemplar 5E lesson plan and make connections to other lesson planning structures.

	<ul style="list-style-type: none"> ■ Plan a 5E lesson aligned to either the Next Generation Science Standards or the Science standards for your state. ○ <u>Module 11: Our Vision of Excellent Social Studies Instruction</u> <ul style="list-style-type: none"> ■ Articulate the most critical elements of our Vision for Excellent Instruction in Social Studies, providing specific examples for each. ■ Explain how content and literacy standards work together to create excellent social studies instruction. ■ Observe an excellent social studies lesson, describing how the teacher incorporates our vision of excellent science instruction. ○ <u>Module 12: Using Social Studies Text Sets to Build Knowledge</u> <ul style="list-style-type: none"> ■ Describe how to use text sets to build social studies knowledge. ■ Define and describe how to build text sets to ensure students build knowledge of social studies. ■ Build a social studies unit around a text set designed to build student knowledge of social studies, incorporating a variety of primary and secondary resources.
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****Corps members may take courses in a different order (with approval from program staff) based on their classroom needs (e.g., if corps member is teaching 4th-grade math, they will take their mathematics content instruction before their literacy and science/social studies content courses). All corps members must complete all courses regardless of order.***

School Year Online Coursework (Special Education)

Those Corps members who successfully complete the Pre-Service Training with a focus in Special Education will complete specific online coursework. Some of the focus areas for the online coursework will include understanding the six major principles of the Individuals with Disabilities Education Act, identifying disabilities within categorical parameters, assessments, planning, and more.

Time Period	Course List
<p>School Year 1 <i>Semester 1</i></p>	<ul style="list-style-type: none"> ● Special Education Standard: Introduction to Special Education Competencies and Behavioral Management and Individualized Education Plan/Special Education Legal and Ethical Issues <ul style="list-style-type: none"> ○ <u>Module 1: Special Education Law</u> <ul style="list-style-type: none"> ■ Understand the history of Special Education

	<ul style="list-style-type: none"> ■ Develop an understanding of the different laws affiliated with Special Education: <ul style="list-style-type: none"> ● Individuals with Disabilities Education Act (IDEA) ● Ethics and professional boundaries ● No Child Left Behind/Every Student Succeeds Act ● Oklahoma State Department of Education Procedural SafeGuards and Parents’ Rights ● Individual Education Plan (IEP) process guide and special education handbook ○ <u>Module 2: Individual Education Plan (IEP)</u> <ul style="list-style-type: none"> ■ Explore the 13 categories of Disability under IDEA ■ Develop data-driven IEP SMART Goals and Objectives ■ Explore related services ■ Learn how to identify trauma and poverty within your students and develop techniques on how to effectively with students who identify with having trauma and/or live in poverty ○ <u>Module 3: Formative and Summative Assessments</u> <ul style="list-style-type: none"> ■ Develop an understanding of progress monitoring ■ Understanding content standards for the IEP ○ <u>Module 4: Pre-Referral Process: Supporting all learners</u> <ul style="list-style-type: none"> ■ Understand how to navigate through initial evaluations and eligibility ■ An overview of child find ■ Develop an understanding of the different intervention systems: <ul style="list-style-type: none"> ● Response to Intervention (RTI) ● Oklahoma Tiered Intervention System of Supports (OTISS)
<p>School Year 1 <i>Semester 2</i></p>	<ul style="list-style-type: none"> ● Special Education Standard: Introduction to Special Education Competencies and effective strategies and reading competencies <ul style="list-style-type: none"> ○ <u>Module 5: Learning Styles</u> <ul style="list-style-type: none"> ● Completed learning style inventory ● Develop an understanding of Universal Design for Learning (UDL) ● Differentiated Instruction ○ <u>Module 6: Effective Writing Instruction</u>

	<ul style="list-style-type: none">■ Investigate the Tulsa Learning Expectations for Writing.■ Understand the importance of using writing techniques in the classroom.■ Identify the ways effective teachers use writing to increase ownership over content-including the technique Everybody Writes. <ul style="list-style-type: none">○ Literacy and Language Development<ul style="list-style-type: none">■ Describe the three stages of literacy development■ Describe how first-language literacy impacts second language literacy development■ Describe key structures and strategies that support ELLs reading complex, grade-level texts○ Differentiating ELA<ul style="list-style-type: none">■ Explore and explain the role of strength-based planning and Universal Design for Learning (UDL) principles in meeting the academic and social-emotional needs of all students in an inclusive classroom.■ Describe and anticipate how students' disabilities might affect the learning of ELA and literacy skills and explain how UDL principles and differentiated instruction along with specially designed instruction and supplementary aids and services can support students in meeting ELA standards.■ Analyze a lesson to identify evidence-based strategies to meet specific ELA needs.○ <u>Module 7: Facilitating Rich Math Tasks</u><ul style="list-style-type: none">■ Understand the steps for facilitating and debriefing a rich math task in the classroom■ Prepare questions to use during student work time■ Recognize strong teacher moves to facilitate without funneling students toward one solution strategy○ ELD Instructional Strategies in the Content Areas
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	<ul style="list-style-type: none"> ■ Describe the components of sheltered instruction and how it supports ELLs in the content areas. ■ Identify strategies for increasing comprehensible input in content area lessons, such as scaffolding and explicit academic vocabulary instruction. ■ Modify a math lesson plan to include strategies for scaffolding practice and increasing comprehensible input. ○ Differentiating Math for Exceptional Students <ul style="list-style-type: none"> ■ Explain the importance of supporting self-advocacy and providing both academic and social-emotional support to foster perseverance and productive struggle in math. ■ Describe and anticipate how students' disabilities might affect the learning of math concepts and skills and how evidence-based strategies can support pre-teaching, reteaching, and practice/review. ■ Analyze a lesson to identify evidence-based strategies to meet specific math needs. ● <u>Module 8: Lesson Plans</u> <ul style="list-style-type: none"> ■ Understanding and developing high-quality math and reading instruction ■ Aligning lesson plans with IEP Goals
<p>Advanced Summer Training <i>Summer 2</i></p>	<ul style="list-style-type: none"> ● Good to Great Institute: improve the ability to help students access complex text and provide more opportunities for them to productively struggle with complex ideas. <ul style="list-style-type: none"> ○ The Literacy Institute focuses on building teacher knowledge of vocabulary, fluency and text complexity while developing their skills at using scaffolded question progressions to support students in group/independent reading and help them build knowledge. ○ The Math Institute focuses on the content domain of ratio and proportional relationships across grade levels and pairs that with the pedagogical approach to facilitating task-based instruction. Teachers develop their content knowledge and understanding of student misconceptions through modeling from master teachers and doing the math themselves.

	<ul style="list-style-type: none"> ● Certification Test Preparation Courses
<p>School Year 2 <i>Semester 3</i></p>	<ul style="list-style-type: none"> ● Special Education Standard: Introduction to Special Education Competencies and Effective Strategies and Reading Competencies <ul style="list-style-type: none"> ○ <u>Module 9: ELD and ESSA: The Intersection of Culture, Language, and Power</u> <ul style="list-style-type: none"> ■ Investigate the role of culture and its intersection with teaching and learning for English Language Learners (ELLs). ■ Describe the diverse cultural, racial, ethnic, and linguistic identities of ELLs and their families. ■ Identify strategies for creating a supportive and inclusive environment in which language empowers students. ● Introduction to Second Language Acquisition <ul style="list-style-type: none"> ■ Explain the four domains of language. ■ Identify factors that impact second language acquisition. ■ Identify the structural components of language. ● <u>Module 10: Cultural Awareness</u> <ul style="list-style-type: none"> ■ Explore cultural competence and linguistic diversity ■ Explore personality types ■ Develop an understanding of the hidden curriculum ■ Learn how to identify trauma and poverty within your students and develop techniques on how to effectively work with students who identify with having trauma and/or live in poverty
<p>School Year 2 <i>Semester 4</i></p>	<ul style="list-style-type: none"> ● Field Experience Competencies <ul style="list-style-type: none"> ○ <u>Module 11: Culminating Activities</u> <ul style="list-style-type: none"> ■ Disability Research Project ■ Disability Book Summary ■ Engagement Game ■ Personal Plan of Action (Next Steps)

Grading

Enrollment cycles are not graded. For each track school year cycle, participants will receive a numeric grade based on the following:

Special Education School Year Coursework Grading Rubric

<u>Grading Component</u>	<u>Points Possible</u>	<u>Grading Criteria</u>	<u>Passing Requirements</u>
Completion of each module	Two points per module	One point each: <ul style="list-style-type: none">• Module culminating assignment satisfactorily completed• Module culminating assignment satisfactorily completed on time	19/24 points
Completion of the cycle-assignment	Four points each	Scored based on a 4-point rubric: <ul style="list-style-type: none">• Does not meet expectations: 0-1• Meets some expectations: 2• Meets most expectations: 3• Meets all expectations: 4	13/16 points from the cycle assignments

Special Education School Year Coursework Grading Rubric

<u>Grading Component</u>	<u>Target</u>	<u>Acceptable</u>	<u>Needs Improvement</u>
Content	<p>Candidate demonstrates understanding of content by: completing all parts of the assignment, using terms related to the topic in the correct context, and provides detailed information connecting the assignment to special education law, OAS, disability characteristics, behavioral supports, and/or instructional strategies (as required).</p> <p>(8 pts)</p>	<p>Candidate demonstrates understanding of content by: completing all parts of the assignment, using some terms related to the topic in the correct context, and provides some information connecting the assignment to special education law, OAS, disability characteristics, behavioral supports, and/or instructional strategies (as required).</p> <p>(7 pts)</p>	<p>Candidate did not complete all required components of the assignment (missing graphs, summary, step by step examples, etc.) and had difficulty connecting the assignment to special education law, OAS, disability categories, behavioral supports, and/or instructional strategies (as required).</p> <p>(3 pts)</p>
Quality of Work	<p>Candidate demonstrates the ability to complete assignments at a professional level (spacing, paragraphs), uses appropriate grammar, spelling, etc., and includes candidate and assignment information.</p> <p>(7 pts)</p>	<p>Candidate demonstrates the ability to use appropriate grammar, spelling, etc., most of the time (errors do not deter from ability to demonstrate understanding of content) and includes candidate and assignment information.</p> <p>(6 pts)</p>	<p>The candidate's work had multiple spelling and grammatical errors which deterred from the overall ability to demonstrate satisfactory understanding of the content.</p> <p>(2 pts)</p>
Assignment Completion	<p>Candidate completed the assignment and uploaded it to Moodle "On Time."</p> <p>(5 pts)</p>	<p>Candidate's assignment was turned in up to one day late.</p> <p>(3 pts)</p>	<p>Candidate's assignment was turned in more than 24 hours late.</p> <p>(1 pt)</p>
			<p>Score /20</p>

**Please Note: The candidate must earn at least 16/20 to receive a passing grade (80%) on all assignments. Candidates who receive less than 16 points must redo and submit the assignment again (less assignment completion points).*

School Year Professional Development

Throughout the school year, corps members will attend TPS Tulsa Way Saturday professional development sessions. These sessions are targeted to their learning and development needs. These sessions will total more than 20 hours of in-person learning time.

The sessions will cover content related to lesson and unit preparation to improve corps members' usage, understanding of essential content to keep them driving toward high expectations for student learning. Some sessions will focus on the culture of learning in the classroom to ensure the corps members are maintaining healthy relationships with students and supporting all students in their learning. Some sessions will focus on student assessment and supporting corps members to be able to see and know what students can demonstrate about their learning. And some sessions will focus on ensuring that students are owning their own learning process and that corps members are using their scaffolded question techniques to support students in their learning.

Sessions	Goals
Unit Preparation: Essential Content	80% of class time is spent on class work
Lesson Preparation: Essential Content	Grade-level work
Liberation: Classroom Culture	SEL, Equity, CRT, NNN
Formative Assessment: Demonstration of Learning	Teachers know what students know, and adjust, throughout the lesson.
Shift the Lift: Academic Ownership	Students are doing the thinking of the lesson.

Recommendation for Certification

For corps members to be recommended by Tulsa Teacher Corps to the Oklahoma State Department of Education, they must demonstrate that they meet both the program requirements and are adequately meeting the standards for the profession. As a Tulsa Teacher Corps member, they must:

1. Pass all online courses as evidenced by module completion and assignment grading.
2. Satisfactory ratings by coaches on the Tulsa Way rubric and TLE.
3. 75% attendance at professional development sessions – Tulsa Way Saturdays offered by Tulsa Public Schools aligned to content needs.

Tulsa Teacher Corps would be able to show for each corps member how they performed on each program component. For recommendation for certification, Tulsa Teacher Corps would submit a portfolio of evidence for each corps member that would include the following:

1. Number of hours of pre-service training, professional development coursework
2. School and grade school-year teaching assignment
3. Evaluation ratings on Tulsa Way Rubric
4. Coursework grades

5. Student surveys and Principal satisfaction with corps member

Requests of Oklahoma State Department of Education and Board of Education

1. **Waive college course credit requirements.** Tulsa Teacher Corps online coursework meets the Tulsa-specific instructional content and pedagogical learning needs of corps members. Given the time commitment of completing credit hours and the financial cost to corps members, we request that the college credit hours requirement be waived.
2. **Accept standardized test equivalents.** As in other states, we request that Oklahoma waive the basic skills test requirements where equivalents are met. We request waiving Oklahoma teacher certification basic skills testing requirements (OGET) where candidates present strong college admission exam scores - ACT (with writing section) score of a 22 or higher or SAT (with writing section) score of 1120 and on the writing section scores of 5 for Reading, 4 for analysis and 5 for Writing.
3. **Grant 3-Year Provisional Certifications to program participants.** Once our corps members demonstrate proficiency in managing classrooms, designing lessons and facilitating effective instruction in training, we request a 3-Year Provisional Certificate.
4. **Allow corps members from the first cohort to participate in the pilot program.** For those corps members that have met the program requirements, even those enrolled before House Bill 1990/Senate Bill 217 passed, be granted the same benefits of current participants in the program.
5. **Permit Tulsa Teacher Corps to add additional program areas.** As Tulsa Teacher Corps matures, it will seek approval to add programs of study in teacher certification areas that have been traditionally hard to staff – such as Early Childhood, Special Education, and Secondary Math/Science.

APPENDIX

1. Tulsa Teacher Corps compared to CAEP Accreditation Unit Standards
2. Tulsa Teacher Corps compared to Standards of Performance and Conduct for Teachers
3. Pre-Service Training priorities and guiding principles
4. Sample Pre-Service Training scope and sequence for Elementary and Special Education track School Year Professional Development sessions
5. Elementary Online Coursework Scope and Sequence
6. Tulsa Way Rubric for Teacher Growth
7. TPS Vision of Excellent Literacy Instruction
8. TPS Vision of Excellent Math Instruction
9. Tulsa Learning Expectations (sample 3rd grade ELA)
10. High-Level Overview of Tulsa Teacher Corps 2 Year Timeline
11. Overview of Tulsa Public Schools Engagement with State Department of Education on Tulsa Teacher Corps

Tulsa Teacher Corps compared to CAEP Standards

As of 2016, Council for the Accreditation of Educator Preparation (CAEP) accreditation standards are fully implemented replacing the NCATE and TEAC legacy standards that are no longer used for accreditation. National Council for Accreditation of Teacher Education (NCATE) was founded in 1954 to review and assess the quality of Educator Provider Programs (EPPs). Their standards have been used across the US to accredit university-provided teacher preparation education. NCATE currently accredits major EPPs in Oklahoma including Oklahoma State University and the University of Oklahoma among others.

The CAEP Standards and their components flow from two principles:

- Solid evidence that the provider’s graduates are competent and caring educators, and
- There must be solid evidence that the provider’s educator staff have the capacity to create a culture of evidence and use it to maintain and enhance the quality of the professional programs they offer.

Since CAEP is the standard for accreditation going forward, below find a comparison of the CAEP standards to Tulsa Teacher Corps program qualifications.

CAEP Standards	Tulsa Teacher Corps
<p><i>Standard 1: Content and Pedagogical Knowledge</i></p> <p>The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</p>	<p>Tulsa Teacher Corps prepares candidates by providing in-person training, online coursework, and ongoing professional development.</p> <p>In-Person Training (Pre-Service Training)</p> <ul style="list-style-type: none"> ● <i>Content Knowledge Building (~50 hours):</i> <ul style="list-style-type: none"> ○ CKLA ○ Eureka ○ Lesson planning using exit tickets and student data ○ Lesson delivery practice, incorporating techniques ● <i>Pedagogical Content Knowledge and Skills (~50 hours):</i> <ul style="list-style-type: none"> ○ Skills and Techniques ○ Precise Directions ○ Strong Voice ○ Be Seen Looking ○ Positive Narration ○ Least Invasive Intervention ○ Consequences and Rewards ○ Firm Calm Finesse ● <i>Professional Dispositions to Ensure all Students are Learning (~20 hours):</i> <ul style="list-style-type: none"> ○ Neuroscience of education ○ History of education in Tulsa and Oklahoma ○ Dominant narratives in education

	<ul style="list-style-type: none"> ○ Developmentally appropriate expectations ○ Introduction to restorative conversations <p>Online Coursework (~50 hours)</p> <ul style="list-style-type: none"> ● Foundations of Literacy Instruction ● Executing our Vision of Excellent Literacy Instruction ● Executing our Vision of Excellent Math Instruction ● Executing our Vision of Excellent Science and Social Studies Instruction <p>To successfully complete and pass Tulsa Teacher Corps requires demonstrating that candidates can meet professional and institutional standards – based on classroom performance (ratings on Tulsa Way Rubric), student surveys, and student performance.</p>
<p>Standard 2: Clinical Partnerships and Practice</p> <p>The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate a positive impact on all P-12 students’ learning and development.</p>	<p>Field experience</p> <p>During summer school, corps members will spend a minimum of 20 hours of in-classroom practice teaching with a classroom coach (who is a licensed teacher) present at all times. Corps members will also have at least 20 hours of practicing delivering content with peers, coaches, or instructors, in addition to their time in front of students.</p> <p>Coaching observations</p> <p>Corps members will be observed by a coach for all of their classroom teaching hours. Coaches will provide both corrective, active, real-time feedback to ensure that students are having a positive and high-quality learning experience, and reflective coaching conversations after teaching time to help corps members plan and practice how to improve their practice the following day.</p>
<p>Standard 3. Candidate Quality, Recruitment, and Selectivity</p> <p>The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are</p>	<p>Recruitment model</p> <ul style="list-style-type: none"> ● Tulsa Teacher Corps strives to reflect the students we serve and as such, prioritize diversity in our recruitment efforts. Our baseline diversity goal is for 50% of our applicants to identify as people of color.

prepared to teach effectively and are recommended for certification. The provider demonstrates that the development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 3.

- The guiding principles of our program reflect our belief in and commitment to diversity:
 - **We will provide a diverse cohort of new teachers who, as change agents, can improve outcomes for the students of Tulsa Public Schools.** We investigate how our own biases shape our preferences and interpretations and work to counteract them.
 - **We believe all participants are capable of excellence and will provide supports matched to their individual needs.** We set high expectations and monitor that they remain realistic and sustainable. We model curiosity, humility, and openness in service of learning and positive outcomes, recognizing that high performance is dependent on the safety to ask questions, make mistakes, and raise concerns.
 - **We treat other adults the way we expect them to treat our students.** We build safe, trusting, and caring relationships and, recognizing the complexity and richness of all people's lives, model appropriate behaviors and demonstrate unconditional positive regard.
 - **We value the input and perspective of all of our stakeholders.** We engage all stakeholders to collaborate, communicate, and seek to understand how to support each other's work to best improve outcomes for all students of Tulsa Public Schools.

Performance Bar – End of PST

Corps Member Performance Assessment is critical to ensuring participants are on track to become great teachers. Using multiple measures of performance, we strive to create the fullest possible picture of each teacher's performance. Corps member performance during summer Pre-Service Training (PST) consists of 3 main components. These 3 components reflect both findings from national research about measures that are predictive of teachers' future performance and

Tulsa Public Schools' priorities for training and supporting novice teachers.

- 1. Classroom Observation** – Corps members will be observed at least 4 times, with performance rated on a modified version of the Tulsa Teacher Corps Classroom Observation Rubric.
- 2. Lesson Planning Artifacts** – Corps members will submit lesson plans once a week that will be rated using the lesson planning checklist.
- 3. Habits of Success** – At the end of the summer, coaches will rate corps members using the Habits for Success rubric. Coaches will also use the rubric to give corps members feedback on their exhibited Habits of Success each week throughout the summer.

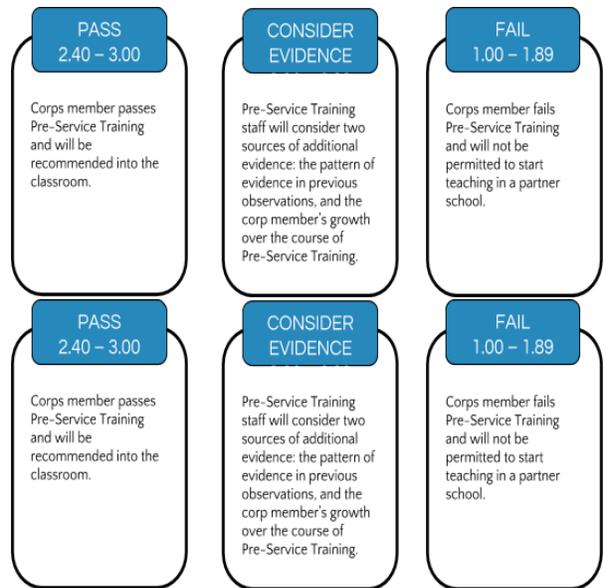
All scoring for pre-service training components will be on a scale of 1-3 and will use calculated averages, as described above. The weighting of these scores is as follows:

Classroom Observations	Lesson Planning	Habits for Success
55%	25%	20%

The final pre-service training score is calculated using the following formula:

$$(\text{Final Classroom Observation Average}) \cdot .55 + (\text{Final Lesson Planning Average}) \cdot .25 + (\text{Final Habits for Success Average}) \cdot .20$$

Final weighted averages translate into one of three outcomes, described below. To pass training, corps members must get at least a 2.40 weighted average. Corps members with a score of 1.89 or below will fail training. This will not necessarily prevent those corps members from being hired into the classroom, but they will no longer continue to receive coaching or support from Tulsa Teacher Corps.



If the corps member's final score falls in the 1.90 - 2.39 range, we will consider two sources of additional evidence to make the end-of-training summative decision, as follows.

- *The pattern of Evidence in Previous Observations:* We will look at the pattern of observation evidence in the performance areas in which the corps member did not earn any observation scores of Developing. If there is a strong pattern of evidence that the corps member is close to earning a Developing average rating in those areas, that evidence may be considered to be significantly positive enough that the Corps Member should be recommended into the classroom.
- *Demonstrated Growth over the Course of Pre-service training:* If the corps member did not meet expectations for growth over the course of pre-service training, s/he should not be recommended into the classroom.

Professionalism: We also take into consideration any professionalism concerns to determine whether or not to recommend the teacher for a classroom.

Standard 4: Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and

For corps members to be recommended by Tulsa Teacher Corps to the Oklahoma State Department of Education, they must demonstrate that they meet

development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

both the program requirements and are adequately meeting the standards for the profession. As a Tulsa Teacher Corps member, they must:

1. Pass all online courses as evidenced by module completion and assignment grading.
2. Satisfactory meet the performance bar set by Tulsa Teacher Corps and get satisfactory ratings on TLE.
3. 75% attendance at professional development sessions – Tulsa Way Saturdays offered by Tulsa Public Schools aligned to content needs.

Performance Bar:

- **Observations** – Corps members will be observed at least 4 times, with performance rated according to the Core Rubric while teaching in Tulsa Public Schools’ classroom.
- **Principal Ratings** – Principals will rate corps member performance relative to other new teachers they have worked with during their careers.

Corps members must receive a score of at least 2.75 out of 5 to Pass.

Pass 2.75-5.0 point	Consider 2.50-2.74 points	Removal 1.0-2.49 points
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Standard 5: Provider Quality, Continuous Improvement, and Capacity

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.

Budget and Resources – TPS expects to allocate full-time staff and instructional mentors to the ongoing management and governance of Tulsa Teacher Corps. To date, TPS has been able to allocate space (in Wilson for training, in schools for summer school classroom teaching) and personnel to operate the Tulsa Teacher Corps training and development.

Qualifications of staff

TPS developed an organizational structure for the program that utilizes the district’s existing capacity and expertise by embedding many key program roles and responsibilities within existing TPS roles.

The TPS Executive Director of Educator Effectiveness and Professional Learning is the Program Director for TPS responsible for overseeing district and state relations, external partnerships, program design and planning, program evaluation, continuous improvement and the overall success of the Tulsa Teacher Corps (TTC) program.

Reporting to the Executive Director of Educator Effectiveness and Professional Learning are:

- Program Operations Manager - manages daily TTC program operations and Corps member advising to ensure that Corps members successfully complete program and meet all requirements; supports field-based experiences and supports candidates to continue professional growth throughout the program in consultation with the New Teacher Development Director of Instruction.
- New Teacher Development Director of Instruction – oversees program curriculum instruction, and training and manages instructional mentors responsible for observing, evaluating and supporting Corps members during field experiences
- Instructional Mentors – supporting teachers as coaches on pedagogy, classroom management, and instruction.

All have been rigorously trained on the elements of the Tulsa Way rubric and have undergone practice-based training on normed observations. In addition, all coaches have attended training on the content-area curriculum specific to Tulsa Public Schools – Eureka for math and CKLA for literacy.

By utilizing district expertise and strategically embedding program management responsibilities within existing district roles, the organizational structure provides the managerial authority and capacity to fulfill responsibilities necessary for an effective preparation program and does so in a sustainable way.

Tulsa Teacher Corps compared to Standards of Performance and Conduct for Teachers

Teachers are charged with the education of the youth of this State. In order to perform effectively, teachers must demonstrate a belief in the worth and dignity of each human being, recognizing the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles.

In recognition of the magnitude of the responsibility inherent in the teaching process and by virtue of the desire of the respect and confidence of their colleagues, students, parents, and the community, teachers are to be guided in their conduct by their commitment to their students and their profession (Oklahoma State Department of Education)²².

Standards of Performance and Conduct for Teachers	Tulsa Teacher Corps
<p style="text-align: center;">PRINCIPLE I</p> <p style="text-align: center;">COMMITMENT TO THE STUDENTS</p> <p style="text-align: center;">Oklahoma Administrative Code (OAC) 210:20-29-3 – Effective June 25, 1993</p> <p>The teacher must strive to help each student realize his or her potential as a worthy and effective member of society. The teacher must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.</p> <p>In fulfillment of the obligation to the student, the teacher:</p> <ol style="list-style-type: none"> 1. Shall not unreasonably restrain the student from independent action in the pursuit of learning, 2. Shall not unreasonably deny the student access to varying points of view, 3. Shall not deliberately suppress or distort subject matter relevant to the student's progress, 4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety, 	<p>Tulsa Public Schools teachers are the heart and soul of the district's schools to prepare every student for the greatest success in college, careers, and life. Core beliefs include:</p> <ol style="list-style-type: none"> 1. We believe that all children can achieve. 2. We value diversity and equity. 3. We know that teachers are our greatest asset. 4. We support our teachers and help them grow. 5. We make tough decisions. 6. We strive for excellence. 7. We believe in continuous improvement. 8. We are innovative. 9. We truly care about our community. 10. We love to have fun. <p>The guiding principles of Tulsa Teacher Corps reflect our belief in and commitment to diversity of people and perspectives:</p> <ul style="list-style-type: none"> o We will provide a diverse cohort of new teachers who, as change agents, can improve outcomes for the students of Tulsa Public

²² <https://sde.ok.gov/standards-performance-and-conduct-teachers>

5. Shall not intentionally expose the student to embarrassment or disparagement,
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly
 - o Exclude any student from participation in any program;
 - o Deny benefits to any students; or
 - o Grant any advantage to any student.
2. Shall not use professional relationships with students for private advantage,
3. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose and is permitted by law or is required by law.

Schools. We investigate how our own biases shape our preferences and interpretations and work to counteract them.

o We believe all participants are capable of excellence and will provide supports matched to their individual needs. We set high expectations and monitor that they remain realistic and sustainable. We model curiosity, humility, and openness in service of learning and positive outcomes, recognizing that high performance is dependent on the safety to ask questions, make mistakes, and raise concerns.

o We treat other adults the way we expect them to treat our students. We build safe, trusting, and caring relationships and, recognizing the complexity and richness of all people’s lives, model appropriate behaviors and demonstrate unconditional positive regard.

o We value the input and perspective of all of our stakeholders. We engage all stakeholders to collaborate, communicate, and seek to understand how to support each other’s work to best improve outcomes for all students of Tulsa Public Schools.

CRT and student-focus

Two key focus areas ensure that corps members are being culturally responsive and student-focused:

1. Ensure students feel valued, respected, and safe
2. Students own the learning in the classroom

Ensuring that students feel valued, respected, and safe is built into the Tulsa Way Rubric’s Culture of Learning indicator, which corps members are assessed on as part of the performance bar. Coaches will also be assessing whether corps members tend to

single out specific students or subgroups of students for disciplinary action. Corps members will be supported in this part of their development by receiving training on:

- Treating students with affirmation, validation, and respect
- Asset-based perspective on students and their families
- Addressing misbehavior with concerns for the needs of students

By letting students own the learning in the classroom, corps members are preparing all students, including those who are most often marginalized to be independent learners who can drive their own learning. This means having the students interact with the content, explaining their answers, citing evidence, and responding to one another's thinking. This is also measured in the Tulsa Way Rubric's Academic Ownership indicator, which is part of the performance bar.

In addition to these guiding principles of Tulsa Teacher Corps and ways in which corps members are trained, corps members are Tulsa Public Schools' educators and abide by Tulsa Public Schools' values.²³ These values include:

Equity. All children deserve the opportunity to develop their full academic and social potential. Valuing equity means that we must provide resources and supports matched to student need, for every student in every school. Our diversity is a community treasure, and we must foster an inclusive environment by examining biases and resolving unfair practices.

Character. We are honest, trustworthy and have high standards of behavior. We make decisions, take action and approach our work based on what is best for our students and their success. We do the right thing even when it is hard. We face difficulty with courage and

23 <https://www.tulsaschools.org/about/strategic-plan/core-values>

	<p>have the moral fortitude to act in accordance with our beliefs. While we do not always agree, we treat one another with kindness and respect.</p> <p>Joy. We love to have fun! Play is invaluable for students and adults alike. Joy at school and at work makes us more productive because when we create, innovate and imagine, our motivation grows. At Tulsa Public Schools, we foster exuberant classrooms, schools and places of work where children and adults pursue their passions and are relentlessly curious. We want to ensure that everyone knows the excitement that comes from working deeply on a problem, task or concept and experiencing breakthrough moments.</p>
<p style="text-align: center;">PRINCIPLE II</p> <p style="text-align: center;">COMMITMENT TO THE PROFESSION</p> <p style="text-align: center;">Oklahoma Administrative Code (OAC) 210:20-29-4 – Effective June 25, 1993</p> <p>The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.</p> <p>In order to assure that the quality of the services of the teaching profession meets the expectations of the State and its citizens, the teacher shall exert every effort to raise professional standards, fulfill professional responsibilities with honor and integrity, promote a climate that encourages the exercise of professional judgment, achieve conditions which attract persons worthy of the trust to careers in education, and assist in preventing the practice of the profession by unqualified persons.</p> <p>In fulfillment of the obligation to the profession, the educator:</p> <ol style="list-style-type: none"> 1. Shall not, in an application for a professional position, deliberately make a false statement or fail to disclose a material fact related to competency and qualifications; 2. Shall not misrepresent his/her professional qualifications; 	<p>Tulsa Teacher Corps members, as members of Tulsa Public Schools' professional community, must abide by the expectations and norms of any educator. As such, they must adhere to the professional standards of all educators in the system. They are expected to behave according to the Habits of Success.</p> <p>Tulsa Teacher Corps includes a professionalism expectation and evaluation component in Pre-Service Training.</p> <p>Professionalism Evaluation Protocol</p> <p>To demonstrate success at Pre-Service Training, corps members must meet basic measures of Professionalism in addition to the competencies evaluated on the Tulsa Way rubric. To ensure such measures are maintained objectively and equitably, Tulsa Teacher Corps staff should follow this protocol when responding to corps member conduct that seems out of line with our Professionalism expectations.</p> <p>Professionalism Expectations</p> <p>Corps members are given clear expectations regarding their conduct in the PST Handbook:</p>

<ol style="list-style-type: none"> 3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attributes; 4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position; 5. Shall not assist an unqualified person in the unauthorized practice of the profession; 6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law; 7. Shall not knowingly make false or malicious statements about a colleague; and 8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions. 	<ul style="list-style-type: none"> ● Abide by the dress code for Tulsa Public Schools employees. ● Be on time and in attendance for all trainings and meetings. ● Engage and actively participate in trainings and meetings. ● Prepare for trainings and meetings by completing all pre-work. ● Meet deadlines for all deliverables. ● Follow directions for all deliverables. ● Maintain appropriate professional relationships with students. ● Recognize and acknowledge information derived from others and take credit only for one’s own ideas and work. ● Abide by non-discrimination and anti-harassment policies. ● Create a culture of physical safety. ● Use social media and technology appropriately and responsibly. ● Hold students and students’ families in positive regard. Do not speak disparagingly about students or their families. ● Demonstrate and communicate the belief that students can perform at high levels. ● Take responsibility for the outcomes in your classroom. ● Formulate solutions to problems as they arise. ● Actively search for a teaching job with Tulsa Public Schools and maximize available resources.
<p>PRINCIPLE III</p>	<p>Tulsa Teacher Corps abides by the same principles for teacher employment and</p>

Title 70, Oklahoma Statute, Section 6-101.22

Subject to the provisions of the Teacher Due Process Act of 1990, a career teacher may be dismissed or not reemployed for:

1. *Willful neglect of duty;*
2. *Repeated negligence in performance of duty;*
3. *Mental or physical abuse to a child;*
4. *Incompetency;*
5. *Instructional ineffectiveness;*
6. *Unsatisfactory teaching performance; or*
7. *Commission of an act of moral turpitude.*
8. *Abandonment of contract.*

Subject to the provisions of the Teacher Due Process Act, a probationary teacher may be dismissed or not reemployed for cause.

A teacher shall be dismissed or not reemployed unless a presidential or gubernatorial pardon has been issued, if during the term of employment, the teacher is convicted in this state, the United States, or another state of:

1. *Any sex offense subject to the Sex Offender Registration Act in this state or subject to another state's or the federal sex offender registration provisions; or*
2. *Any felony offense.*

A teacher may be dismissed, refused employment or not reemployed after a finding that such person has engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties. As used in this subsection:

1. *"Criminal sexual activity" means the commission of an act as defined in Section 886 of Title 21 of the Oklahoma Statutes, which is the act of sodomy; and*
2. *"Sexual misconduct" means the soliciting or imposing of criminal sexual activity.*

As used in this Section, "abandonment of contract" means the failure of a teacher to report at the beginning of the contract term or otherwise perform the duties of a contract of employment when the

dismissal as Tulsa Public Schools which adheres to the principles of Principle III.

teacher has accepted other employment or is performing work for another employer that prevents the teacher from fulfilling the obligations of the contract of employment.

Pre-Service Training Details

Instructional Priorities

1. Ensure students feel valued, respected, and safe
2. Students own the learning in the classroom
3. Students are working with the essential content for their subject and grade.
4. Teachers take responsibility for what is happening in their classrooms

Key Topics

Learning Environments	Skills and Techniques	Curriculum Deep Dive
<ul style="list-style-type: none"> ● Neuroscience of education ● History of General Education and Special Education ● Dominant narratives in education ● Developmentally appropriate expectations ● Special Education Law 101 ● 40 Developmental Assets ● Related Services 	<ul style="list-style-type: none"> ● Introduction to restorative conversations ● Strong Voice ● Precise Directions ● Be Seen Looking ● Positive Narration ● Least Invasive Intervention ● Firm Calm Finesse ● Art of the Consequence 	<ul style="list-style-type: none"> ● CKLA ● Eureka ● Lesson planning using exit tickets and student data ● Lesson delivery practice, incorporating techniques ● Universal Design for Learning ● Individualized Education Plan: IEP 101
<p>Tulsa Way Rubric Focus Areas:</p> <ul style="list-style-type: none"> ● Culture of Learning ● Demonstration of Learning 	<p>Tulsa Way Rubric Focus Areas:</p> <ul style="list-style-type: none"> ● Culture of Learning ● Academic Ownership ● Demonstration of Learning 	<p>Tulsa Way Rubric Focus Areas:</p> <ul style="list-style-type: none"> ● Essential Content ● Academic Ownership ● Demonstration of Learning

Field Experience

Field Experience refers to the time corps members spend teaching in summer school. Each week of Field Experience will have a specific focus area that coaches and corps members will prioritize and focus their development on during that week.

- **Field Experience Week 1:** Creating Humanizing Learning Environments
- **Field Experience Week 2:** Increasing Student Participation through Writing
- **Field Experience Week 3:** Increasing Student Participation through Questions
- **Field Experience Week 4:** Increasing Student Participation through Discussion

Core Values

Equity - All children deserve the opportunity to develop their full academic and social potential. Valuing equity means that we must provide resources and supports matched to student need, for every student in every school. Our diversity is a community treasure, and we must foster an inclusive environment by examining biases and resolving unfair practices.

Character - We are honest, trustworthy and have high standards of behavior. We make decisions, take action and approach our work based on what is best for our students and their success. We do the right thing even when it is hard. We face difficulty with courage and have the moral fortitude to act in accordance with our beliefs. While we do not always agree, we treat one another with kindness and respect.

Excellence - Tulsa needs and expects world-class public schools. We work hard together and expect a lot of one another because high standards produce exemplary knowledge, skills, abilities, and mindsets. Achieving excellence means striving for it every moment of every day. It means sweating the small stuff while we focus on the big picture with determination and persistence.

Team - We care for one another, support the personal and professional development of one another, and work together to improve our community. Together we celebrate success, learn from struggles and invest in the development of our teams and team members. While we value our work together and invest mightily in it, we also honor and respect the commitments our team members have to their families and communities outside of work.

Joy - We love to have fun! Play is invaluable for students and adults alike. Joy at school and at work makes us more productive because when we create, innovate and imagine, our motivation grows. At Tulsa Public Schools, we foster exuberant classrooms, schools and places of work where children and adults pursue their passions and are relentlessly curious. We want to ensure that everyone knows the excitement that comes from working deeply on a problem, task or concept and experiencing breakthrough moments.

Principles of Pre-Service Training

1. **Focus** –The knowledge and skills that teachers need over the entirety of their career is expansive, but we also know that there are a few skills that are necessary for success in the first year of teaching. By focusing on these key skills during Pre-Service Training, we are setting new teachers up for success and giving them a foundation upon which to grow throughout their careers.
2. **Practice** – Whenever possible, we will maximize the opportunities for new teachers to practice the skills they are learning. We start by showing teachers examples of the specific techniques they need to master. Then we immediately ask them to practice these techniques with their colleagues—not just once, but over and over, day after day – until they can execute them consistently.
3. **Feedback** – To maximize the benefit of practice time, teachers need to receive individualized feedback on how to strengthen their practice. Feedback is active – observers circulate to observe student work and engagement; direct and specific – one or two changes that teachers can implement immediately; and includes immediate practice – teachers practice the new techniques right away.
4. **Ownership** – Corps members do the thinking during classroom sessions, similar to the way we expect students to do the thinking in the classroom. We will ensure that corps members have frequent opportunities to think critically about and grapple with the content of the classroom sessions.
5. **Modeling** – Program staff model the types of interactions with teachers that we want teachers to have with students.

School Year Professional Development Sessions

This is a sample of one year’s worth of professional development sessions (from SY18-19). With our program spanning two years, the first year of professional development will look similar to this. In the second year, we will provide sessions that deepen corps members’ understanding and practice in the four domains of effective teaching as outlined in the Tulsa Way rubric. Additionally, we will provide differentiated professional development opportunities to provide targeted support in the areas of development identified for each corps member in year 1.

Attendance	Date	Time	Location	Session Type	Topic	Objectives	Tulsa Way Rubric Focus	
Required	Choose one	Monday, November 12	4:30-6:30pm	Virtual	Online coursework	Creating Learning Goals	<ol style="list-style-type: none"> 1. Connect Math Learning Expectations for Tulsa Students to Our Vision of Excellent Math Instruction 2. Describe the purpose and features of effective learning goals 3. Practice writing learning goals for upcoming lessons 	Culture of Learning Essential Content Academic Ownership Demonstration of Learning
		Tuesday, November 13	4:00-6:00pm					
		Thursday, November 15	4:30-6:30pm					
Required	Tuesday, November 27	3:30-5:30	Wilson	PoP/Practice	Unit Internalization	<ol style="list-style-type: none"> 1. Ensure the CMs understand the how and why their Unit is structured the way that it is. 2. Connect content from online coursework to content being delivered in each classroom. 	Essential Content	
Optional	Tuesday, December 4	3:30-5:30	Wilson	Certification Prep	Certification Prep	<ol style="list-style-type: none"> 1. Help CMs feel more prepared for the certification exams 2. Share tools and resources for studying and preparing 3. Decrease some of the CM anxiety around certification exams 		
Required	Choose one	Monday, December 10	4:30-6:30pm	Virtual	Online Coursework	Foundational Literacy Skills & Understanding Text-Dependent Questions	<ol style="list-style-type: none"> 1. Identify key foundational skills and their role in literacy lessons. 2. Explain why teaching foundational skills are important to support literacy in every elementary grade level 3. Practice planning for a lesson that focuses on foundational skills 4. Identify text-dependent vs. non-text-dependent questions. 5. Understand how text-dependent questions focus students’ efforts on the most important parts of a complex text. 6. Understand how text-dependent questions guide students through the process of creating meaning of a text. 	Culture of Learning Essential Content Academic Ownership Demonstration of Learning
		Tuesday, December 11	4:00-6:00pm					
		Thursday, December 13	4:30-6:30pm					

Optional	Tuesday, December 18	3:30-5:30	Virtual	Certification Prep	Certification Prep	1. Help CMs feel more prepared for the certification exams 2. Share tools and resources for studying and preparing 3. Decrease some of the CM anxiety around certification exams		
Required	Tuesday, January 15	3:30-5:30	Wilson	PoP/Practice	Using Curriculum Questions	1. Understand the purpose of the sequence of questions. 2. Identify the purpose of listening or reading the text. 3. Identify which questions are critical to that purpose and cannot be skipped. 4. Identify strategies for scaffolding and building students' academic language.	Essential Content Academic Ownership Demonstration of Learning	
Optional	Coach group	Monday, January 21 Tuesday, January 22 Thursday, January 24	4:30-6:30pm 4:00-6:00pm 4:30-6:30pm	Coach's choice	Responsive Coaching Session	Coach's choice	Coach's choice	
Required	Choose one	Monday, January 28 Tuesday, January 29 Thursday, January 31	4:30-6:30pm 4:00-6:00pm 4:30-6:30pm	Virtual	Online coursework	Encouraging Student Discussion of Texts	1. Reflect on the standards related to Speaking and Listening. 2. Describe and use specific strong peer discussion routines to support student growth in literacy (and all content areas), including a. Classroom Discussion Routines b. Format Matters c. Turn & Talks	Culture of Learning Essential Content Academic Ownership Demonstration of Learning
Required	Tuesday, February 5	3:30-5:30	Wilson	PoP/Practice	Discussion strategies	1. Practice the discussion strategies covered in the online coursework 2. Practice integrating classroom discussion strategies into curriculum delivery	Culture of Learning Essential Content Academic Ownership Demonstration of Learning	
Optional	Tuesday, February 12	3:30-5:30	Virtual	Research Topic	Yardsticks	1. Build CM's understanding of students' social, emotional, and academic behavior through a developmental lens. 2. Identify strategies or adaptations to make classroom and activities more developmentally appropriate.	Culture of Learning	
Required	Choose one	Monday, February 25 Tuesday, February 26 Thursday, February 28	4:30-6:30pm 4:00-6:00pm 4:30-6:30pm	Virtual	Online coursework	Effective Writing Instruction	1. Investigate writing standards 2. Articulate the "what, how, and why" of various writing lesson structures and methods. 3. Apply content about formal writing instruction by planning, analyzing, or adapting a writing mini-lesson.	Culture of Learning Essential Content Academic Ownership Demonstration of Learning

Required	Tuesday, March 5	3:30-5:30	Wilson	PoP/Practice				
Required	Choose one	Monday, March 25	4:30-6:30pm	Virtual	Online coursework	Selecting and Preparing for Rich Math Tasks	<ol style="list-style-type: none"> 1. Define the role of a math task in building a college and career-ready math classroom. 2. Describe and identify characteristics of rich math tasks 3. Create an exemplary response to a task and explain how it fully demonstrates grade-level expectations. 4. Generate multiple possible student solution strategies 5. Anticipate student misconceptions 	Essential Content Academic Ownership Demonstration of Learning
		Tuesday, March 26	4:00-6:00pm					
		Thursday, March 28	4:30-6:30pm					
Optional	Coach group	Monday, April 1	4:30-6:30pm	Coach's choice	Responsive Coaching Session	Coach's choice	Coach's choice	
		Tuesday, April 2	4:00-6:00pm					
		Thursday, April 4	4:30-6:30pm					
Required	Tuesday, April 9	3:30-5:30	Wilson	PoP/Practice				
Optional	Tuesday, April 16	3:30-5:30	Virtual	Research topic	Neuroscience of Learning	<ol style="list-style-type: none"> 1. Build a foundational understanding of research on what opens students' brains up for learning and what shuts brains down from learning. 2. Identify and practice techniques to help open students' brains for learning. 3. Identify ways in which CMs might currently be shutting brains down and identify alternative strategies. 	Culture of Learning	
Required	Choose one	Monday, April 22	4:30-6:30pm	Virtual	Online coursework	Facilitating Rich Math Tasks	<ol style="list-style-type: none"> 1. Understand the steps for facilitating and debriefing a rich math task in the classroom 2. Prepare questions to use during student work time 3. Recognize strong teacher moves to facilitate without funneling students toward one solution strategy 	Essential Content Academic Ownership Demonstration of Learning
		Tuesday, April 23	4:00-6:00pm					
		Thursday, April 25	4:30-6:30pm					
Optional	Coach group	Monday, April 29	4:30-6:30pm	Coach's choice	Responsive Coaching Session	Coach's choice	Coach's choice	
		Tuesday, April 30	4:00-6:00pm					
		Thursday, May 2	4:30-6:30pm					
Required	Tuesday, May 7	3:30-5:30	Wilson	PoP/Practice				
	Tuesday, May 14	3:30-5:30		End of year team time				

Tulsa Way Rubric for Student Growth – rubric on next 4 pages

Vision of the Tulsa Way Arc

At Tulsa Public Schools, we believe Our Students Can and Our Teachers Make It Happen. Masterful teaching means creating a student-centered community of learners, contributors, and designers who grapple joyfully and productively with complex ideas, texts, and tasks that prepare us for the greatest success in college, career, and life. We achieve our Vision for Learning by implementing the Tulsa Way for Teaching & Learning - planning, teaching, assessing, and adapting with an intentional focus on Relationships, Relevance, and Rigor.

The Tulsa Way Arc will articulate the progression of development for Tulsa teachers by defining the knowledge and skills necessary to continue their professional growth. The Arc gives educators, leaders, and district support staff a north star for what masterful teaching looks and feels like, while providing the resources, professional learning opportunities, coaching, and other supports to help develop masterful teachers.

Overview

The Tulsa Way Arc is broken into five phases (Beginning, Developing, Progressing, Extending, Masterful) that correspond to the five performance levels of the Tulsa Way Rubric. Baseline data will be collected to determine phase placement for teachers in order to provide a more specific starting point for targeted conversations about growth opportunities.



Essential Content: Are all students engaged in content aligned to the appropriate standards for their subject and grade?

1 – Beginning	2 – Developing	3 – Progressing	4 – Extending
The lesson does not focus on content that advances students toward grade-level standards, or expectations and/or IEP goals. (PD1)	The lesson partially focuses on content that advances students toward grade-level standards or expectations and/or IEP/ELAP goals.	The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP/ELAP goals.	The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP/ELAP goals.
Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other. (PD2)	Only some activities students engage in are not aligned to the stated or implied learning goal(s).	Most activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and move students toward mastery of the grade-level standard(s) and/or IEP/ELAP goal(s).	All activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and build on each other with appropriate scaffolds as needed to move students toward mastery of the grade-level standard(s) and/or IEP/ELAP goal(s).
Instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP/ELAP goals (e.g., Lexile level and complexity of text). (PD3)	Some instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP/ELAP goals (e.g., Lexile level and complexity of text).	Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP/ELAP goals (e.g., Lexile level and complexity of text).	All instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP/ELAP goals (e.g., Lexile level and complexity of text).
5 – Masterful (All descriptors for Level 4 are met, and the following is demonstrated):			
<ul style="list-style-type: none"> Students make connections between what they are learning and other content across disciplines. Students interdependently connect lesson content to real-world situations 			
To improve Essential Content, consider working on:			
<p>Core Teacher Skills: Planning Effectively</p> <ol style="list-style-type: none"> Allocating instructional time to address the most important content for the grade or course Developing and clearly communicating a well-framed, standards-aligned appropriately rigorous objective to describe the lesson goal(s) Delivering lesson content clearly and accurately. No inaccurate information is conveyed. Developing and/or using appropriately demanding instructional materials, such as texts, questions, problems, exercises and assessments Developing a vision for student success and standards-aligned, big goal(s) that are ambitious, measurable, and appropriate for all students Developing and/or using a long-term, sequential plan that leads to mastery of the most important content for the grade or course Developing and/or using daily lesson activities that are well-sequenced and move students toward mastery of grade-level standards Developing and providing accommodations and modifications as needed to ensure all students are able to attain learning goals Considering students' IEP/ELAP goals and other specific learning needs in developing learning goals and preparing lessons (where applicable) and ensuring that diverse learners are working towards the same objectives/content as other students Anticipating common student misunderstandings given the content, and ensures strategies are in place to overcome those misunderstandings 		<p>Core Teacher Skills: Creating Culturally, Socially and Emotionally Inclusive Classrooms</p> <ol style="list-style-type: none"> Integrating social emotional learning with academic content through interactive and collaborative pedagogies Incorporating materials and experiences which reflect diverse perspectives, amplify the experiences and voices of underrepresented groups and critically analyze the connection between historical and present-day injustices Providing opportunities for student leadership in learning design to prioritize meaningful, relevant work Connecting learning to local, state, national, and global justice issues Creating opportunities for students to solve relevant problems, connect to previous familial, social and historical knowledge, brainstorm possibilities and reflect on choices Structuring and delivering lesson activities that cultivate a student-centered environment which promotes reflection and critical thought Providing multiple opportunities for students to connect content to self in ways meaningful to them 	

Culture of Learning: Is there a culture of learning and high expectations in this classroom?

1 – Beginning	2 – Developing	3 - Progressing	4 - Extending
Very few or no students complete instructional tasks, volunteer responses, and/or ask appropriate questions. (PD1)	Some students complete instructional tasks, volunteer responses, and/or ask appropriate questions.	Most students complete instructional tasks, volunteer responses, and/or ask appropriate questions.	All or almost all students complete instructional tasks, volunteer responses, and/or ask appropriate questions.
Very few or no students contribute to a positive and safe classroom culture by meeting shared behavioral expectations and norms. (PD2)	Some students contribute to a positive and safe classroom culture by meeting shared behavioral expectations and norms.	Most students contribute to a positive and safe classroom culture by meeting shared behavioral expectations and norms.	All or almost all students contribute to a positive and safe classroom culture by meeting shared behavioral expectations and norms.
Students are not self-directed in managing classroom practices like transitions, routines and procedures and do not execute them in an orderly manner. (PD3)	Students are self-directed in managing classroom practices like transitions, routines and procedures only some of the time and/or require substantial support from the teacher.	Students are self-directed in managing classroom practices like transitions, routines and procedures most of the time, though may require some support from the teacher.	Students are self-directed in managing classroom practices like transitions, routines and procedures with minimal support from the teacher.
Students are left without work to do for a significant portion of the class period. (PD4)	Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.	Students are idle only for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions.	Students are engaged in the work of the lesson from start to finish and display a sense of urgency about how time is used. Students practice self-management and responsible decision making in independent and extended learning.
Teacher's voice and presence consistently undercuts his/her classroom behavioral and engagement norms or conveys a lack of caring for students. (PD5)	Teacher uses voice and presence to maintain classroom behavioral and engagement norms and convey caring for students some of the time.	Teacher uses voice and presence to maintain classroom behavioral and engagement norms and conveys caring for students most of the time. A joy for learning is evident from either the teacher and/or some students.	Teacher always or almost always uses voice and presence to maintain classroom behavioral and engagement norms. It is evident that the teacher conveys caring and has high expectations for students. A joy for learning is evident from both the teacher and most students.
5 – Masterful (All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:)			
<ul style="list-style-type: none"> • Students assume responsibility for routines and procedures and execute them in an orderly, efficient, and self-directed manner, requiring minimal direction or narration from the teacher. • Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them. 			
To improve Culture of Learning, consider working on:			
<p>Core Teacher Skills: Maintaining High Behavior Expectations for Learning</p> <ol style="list-style-type: none"> 1. Defining classroom expectations 2. Providing clear and precise directions for behavior and academics 3. Narrating desired student behaviors at the appropriate time and place 4. Addressing all negative and off-task student behavior immediately and in a way that does not slow or disrupt lesson momentum 5. Issuing logical and appropriate consequences as needed without hesitation, and consequences are successful in changing student behavior 6. Using voice and presence to maintain classroom expectations and convey caring for students (ex. different voice registers based on situation) 7. Investing time in knowing individual students and in forming relationships to best support their learning 8. Developing an active interest in students' well-being and demonstrating that interest through his/her engagement with students 		<p>Core Teacher Skills: Maximizing Instructional Time for Learning</p> <ol style="list-style-type: none"> 1. Using efficient techniques for starting and ending lessons 2. Using efficient routines and procedures 3. Responding to student requests without interrupting instruction 4. Planning and providing meaningful work for students to engage with if they have idle time between activities 5. Using strategies to maintain an appropriate pace throughout the lesson <p>Core Teacher Skills: Creating Culturally, Socially and Emotionally Inclusive Classrooms</p> <ol style="list-style-type: none"> 1. Modeling, practicing and integrating social and emotional skills, including self-awareness, self-management 2. Using restorative practices, relationship management strategies, and problem-solving skills to create shared agreements and heal breaches in classroom culture in collaboration with students 3. Ensuring that all students' unique cultures are accepted and respected in order to establish a safe, positive and inclusive classroom 	

Demonstration of Learning: Do all students demonstrate that they are learning?

1 – Beginning	2 – Developing	3 – Progressing	4 – Extending
Questions, tasks or assessments do not yield data that allows the teacher to assess students' progress toward learning goals. (PD1)	Questions, tasks or assessments yield data that only partially allows the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that allows the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that allows the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.
Students have very few or no opportunities to draw connections to previous content and share their developing thinking about the content of the lesson through academic writing and/or explanations using academic language. (PD2)	Students have few opportunities to draw connections to previous content and share their developing thinking about the content of the lesson through academic writing and/or explanations using academic language.	Students have some opportunities to draw connections to previous content and share their developing thinking about the content of the lesson through academic writing and/or explanations using academic language.	Students have extensive opportunities to draw connections to previous content and share their developing thinking about the content of the lesson through academic writing and/or explanations using academic language.
Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals. (PD3)	Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.
Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals. (PD4)	Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied learning goals.
5 – Masterful (All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated.) <ul style="list-style-type: none"> • Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher. • Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals. • Students monitor their own progress, identify their own errors and seek additional opportunities for practice. 			
To improve Demonstration of Learning, consider working on:			
<p>Core Teacher Skills: Leading Instruction</p> <ol style="list-style-type: none"> 1. Conveying or providing accurate content and all content necessary for students to achieve learning goal(s) 2. Using explanations of content that are clear, coherent, and support student understanding of content 3. Differentiating instruction as needed in response to student learning needs, including enrichment and extra support <p>Core Teacher Skills: Checking for Understanding of Content</p> <ol style="list-style-type: none"> 1. Accurately checking for whether students understand the key content needed to master the lesson at key moments in the lesson (e.g. during direct instruction, before independent practice, at a transition, and with an exit ticket at the end of a lesson) 2. Developing and/or using informal and formal assessments that yield useable data on students' progress toward grade-level standards <p>Core Teacher Skills: Responding to Student Misunderstanding</p> <ol style="list-style-type: none"> 1. Providing feedback that affirms correctly understood content and student progress toward the lesson objective, and clarifies misunderstood content 2. Recognizing the root of student errors and re-teaches or re-frames content to address the underlying cause of student misunderstanding 		<p>Core Teacher Skills: Creating Culturally, Socially and Emotionally Inclusive Classrooms</p> <ol style="list-style-type: none"> 1. Providing a variety of choices for how students engage in content 2. Providing multiple ways for students to demonstrate mastery of material in their own voice 	

TPS Vision for Excellent ELA Instruction

In our literacy classrooms, we strive to build readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive citizens of the world. In our classrooms:

Students read worthwhile texts. By reading rich, [challenging texts](#) that build our students' understanding of the world, we empower them with the understanding that reading is their pathway to knowledge. We put meaningful, [complex texts](#) at the heart of nearly every lesson and set students up to do lots of reading on their own so that all of our students, regardless of their reading level, build their knowledge of the world, gain confidence with challenging texts, and develop the critical thinking skills and vocabulary necessary for long term success.

Students ground daily writing and discussion in evidence. Our students need daily practice discussing and writing about informational and literary text and other media in order to be successful in college and their careers. We give our students the support they need to [read texts closely](#), then challenge them to [speak](#) and [write](#) about what they have read or viewed using evidence to back up their positions. Supporting our students' ability to read critically, build arguments, cite evidence, and communicate ideas today prepares them to be better citizens tomorrow.

Students do the thinking. We know how to read, write, speak, and think about our content, and we also know that our students won't gain these skills if we do the work for them. We check the ratio of teacher work to student work in each and every lesson and ensure that our students get many opportunities to be critical thinkers, readers, writers, and speakers, offering our support and feedback to help them find success.

Student Actions

- Read and re-read difficult texts worth reading and engage with authors and his/her choices in texts
- Gain content knowledge and exposure to the world through reading
- Read for large portions of class time and at home
- Learn how to tolerate frustration and overcome it
- Use high-utility vocabulary across content areas to build their “language of power” databases
- Read a high volume of texts at their independent level and across a wide variety of genres that reflect topics studied in class as well as students’ choice.
- Learn foundational skills, like phonics and fluency, in order to comprehend worthwhile text, not solely as isolated skills
- Form their own judgments and find evidence to support their arguments in discussion and writing about texts
- Learn to build a case using evidence in discussion and writing about texts
- Compare, evaluate, and write about multiple sources
- Write every day
- Respond to one another’s ideas through listening and speaking, as well as discussion
- Tackle complex, tasks that require reading, writing, speaking, listening, and language skills, independently and with peers

Teacher Actions

- Spend more time reading and analyzing texts and other media, like high-quality films or artwork, to prepare for instruction
- Carefully select a balance of informational and literary texts worth reading to build content knowledge and students’ knowledge of the world
- Put high-quality texts at the center of lessons with scaffolds that can promote independence (e.g. read alouds, small excerpts...)
- Reinforce effort and give students strategies to tolerate and overcome frustration
- Teach high-utility words and reinforce student efforts to use academic vocabulary and determine meaning from context
- Provide independent reading texts and opportunities in and out of class to build knowledge, reading proficiency, and vocabulary
- [Teach foundational literacy skills](#), like phonics and fluency, as gateways to comprehending worthwhile texts, not solely as isolated skills
- Plan questions and prompts that are text-dependent. worth answering and lead students in the direction of deep and complete understanding of all they read.
- Facilitate evidence-based conversations about text and other media
- Regularly present formal and informal opportunities to write for a purpose and from sources
- Develop students’ voice so that they can argue a point with evidence

- **Persevere in the face of challenging work**
- **Do more and harder work to catch up to grade-level expectations**

- **Provide students structures to engage in academic discussions**
- **Allow students to reach and articulate their own evidence-based conclusions**
- **Anchor instructional units with high-quality performance assessments**
- **When learners are behind, strategically remediate to provide a pathway to grade-level work**

TPS Vision for Excellent Math Instruction

In our mathematics classrooms, we strive to build mathematically proficient students prepared to meet the demands of college and career and apply mathematics in the real world. In our classrooms:

Students focus on the most important content. Rather than racing to cover as many topics as possible, we slow down and go into depth on the most important math concepts on students' path to college and career readiness. Doing so will give our students the time and space they need to build an enduring understanding of the content we cover.

Students build on what they already know. We maximize the time we have with our students by building on what they learned in past units and previous grades. By treating new concepts as extensions of what our students have learned before, we help our students develop a conceptual understanding of key mathematical concepts, including how topics are connected and how they can apply multiple skills to the problems they tackle in class... and in the real world.

Students learn the hows and whys of math – and apply it to the world around them. We give our students opportunities to discover both how to solve problems and why those procedures work and reinforce these deeper understandings with lots of practice so that important skills, like multiplying integers or setting up an equation, become second nature. We show our students the power of the math they have learned by giving them challenging, real-world problems that require them to apply their understandings in a meaningful way.

Students do the thinking. We already know how to think and communicate like a mathematician, and we also know that our students won't gain these skills if we do the work for them. We check the ratio of teacher work to student work in each and every lesson and ensure that our students get many more opportunities than we do to grow as mathematicians. Our students do computations, persevere through challenging questions, and reason abstractly and quantitatively. We set students up to communicate their ideas, critique others' reasoning, and reflect on their approach to problems. We give students ownership for identifying patterns, structures, and repetition in order to find efficient pathways to solutions and make connections between ideas, and we help students see themselves as problem-finders and problem-solvers capable of posing meaningful questions, making productive inquiries, using the tools that their disposal and modeling real-world situations with math.

Student Actions	Teacher Actions
<ul style="list-style-type: none">· Spend more time learning the most important content· Develop a conceptual understanding of key mathematical concepts, including how topics are connected	<ul style="list-style-type: none">· Spend more time grappling with the conceptual underpinnings of important content, and how this content can apply to the real world, to prepare for instruction· Spend the vast majority of class time going deep on the most important topics for the grade level or course

- Approach problems from multiple angles to discover how to solve problems and why those procedures work
- See math as a useful and relevant tool for solving real-world problems, not just a set of mnemonics or memorized procedures
- Do fewer, more challenging problems that require deeper thought and analysis
- Persevere in the face of challenging work
- Build confidence and fluency by practicing procedures and computations so that they are fast and accurate and apply those skills to real-world problems
- Communicate their thinking and reflect on their approach to problems
- Take ownership for identifying [patterns, structures](#), and [repetition](#) in order to find efficient pathways to solutions
- Make [mathematical models](#) to represent real-world situations
- Communicate clearly and precisely about math
- Reflect on their own approach, critique others' reasoning and pose mathematical questions
- Do more and harder work to catch up to grade-level expectations

- Build new ideas on the foundation of what students have learned before
- Allow students to discover how to solve problems using multiple approaches and why mathematical procedures work
- Assign fewer, more challenging problems worth doing and discussing, with scaffolds that promote independence
- Reinforce effort and give students strategies to tolerate and overcome frustration
- Provide opportunities to practice carrying out procedures *and* applying understandings to real-world problems
- Listen and respond for the right answer *and* to the thinking that led to students' responses
- Sequence problems and experiences to set students up to discover patterns, structure, and repetition in order to help them identify efficient pathways to solutions
- Help students apply the math they know by making mathematical models to represent real-world situations
- Push students to speak and write precisely about math
- Prompt for reflection, critiques, and mathematical questions
- When learners are behind, strategically remediate to provide a pathway to grade-level work

[Tulsa Learning Expectations \(sample 3rd grade ELA\)](#)

The Tulsa Learning Expectations are the academic expectations we hope for students to achieve. They are designed to ensure that all students are reaching the bar for excellence to prepare them for college and career readiness.

Pre-K - 12 ELA Anchor Learning Expectations

Reading	
Key Ideas and Details	
1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2.	Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure	
4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6.	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	
7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	
10.	Read and comprehend complex literary and informational texts independently and proficiently.

<u>Writing</u>	
Text Types and Purpose	
1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing	
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	
7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8.	Gather relevant information from multiple prints and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	
10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using the context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Elementary Course Cycles of Development

The PST Modules are intended to provide Elementary teachers with a foundation for teaching both ELA and Math while supporting their development towards the four domains of effective teaching as evaluated by The Tulsa Way rubric.

Pre-Service Training Cycle: Our Vision of Excellent Instruction for ELA & Math

Module	Title	Length	Objectives	Tulsa Way Rubric Focus
Module 1	Vision Building: Describing Excellent Literacy Teaching	2.5 hours	<ul style="list-style-type: none"> Identify elements of an excellent literacy lesson, describing how a teacher incorporates Our Vision of Excellent Literacy Instruction. Explain why it is urgent that our students read grade-level appropriate, complex texts. Recognize the importance of text-dependent questions in an effective literacy lesson. Describe how to analyze the complexity of a text to identify key teaching points. 	Culture of Learning Essential Content Academic Ownership Demonstration of Learning

Module 2	Vision Building: Describing Excellent Literacy Teaching Part II	2 hours	<ul style="list-style-type: none"> Describe the way that an excellent reading lesson is structured and how a CKLA lesson reflects that structure. Describe the phases of an effective reading lesson: before, during, and after reading. Reflect on the three phases of an upcoming CKLA reading or listening comprehension lesson. 	Essential Content Academic Ownership
Module 3	Defining Excellent Math Instruction	2 hours	<ul style="list-style-type: none"> Develop a shared vision of elementary math that prepares students for college and career readiness. Identify and describe teacher and student actions that exemplify Our Vision of Excellent Math Instruction. Explore the Oklahoma Mathematical Actions and Processes in connection to excellent math instruction. 	Culture of Learning Essential Content Academic Ownership Demonstration of Learning
Module 4	Key Approaches to Quality Math Instruction	2 hours	<ul style="list-style-type: none"> Develop a shared vision of college and career-ready K-12 math using the Three Key Approaches to Quality Math Instruction Describe focus, coherence, and rigor as key approaches to quality math instruction 	Essential Content Academic Ownership

Cycle 1: Foundations of Literacy and Math Instruction, Modules 5-8

Module	Title	Length	Objectives	Tulsa Way Rubric Focus
Module 5	Building a Culture of Learning in the Math Classroom	3 hours	<ul style="list-style-type: none"> ● Investigate the myths, facts, and mindsets that surround math education. ● Explain the factors of growth mindset and Culture of Error on building a Culture of Learning in Math. ● Use components of growth mindset and Culture of Error to analyze and improve the Culture of Learning 	Culture of Learning
Module 6	Creating Learning Goals	3 hours	<ul style="list-style-type: none"> ● Connect Math Learning Expectations for Tulsa Students to Our Vision of Excellent Math Instruction ● Describe the purpose and features of effective learning goals ● Practice writing learning goals for an upcoming lesson 	Culture of Learning

<p>Module 7</p>	<p>Foundational Literacy Skills</p>	<p>3 hours</p>	<ul style="list-style-type: none"> ● Identify key foundational skills and their role in literacy lessons ● Explain why teaching foundational skills are important to support literacy in every elementary grade level ● Practice planning for a lesson that focuses on foundational skills 	<p>Essential Content</p> <p>Academic Ownership</p> <p>Demonstration of Learning</p>
<p>Module 8</p>	<p>Understanding Text-Dependent Questions</p>	<p>2.5 hours</p>	<ul style="list-style-type: none"> ● Identify text-dependent vs. non-text-dependent questions. ● Understand how text-dependent questions focus on students' efforts on the most important parts of a complex text. ● Understand how text-dependent questions guide students through the process of creating the meaning of a text. 	<p>Essential Content</p>

Cycle 2: Creating Strong Readers and Writers through Literacy Instruction

Module	Title	Length	Objectives	Tulsa Way Rubric Focus
Module 9	Encouraging Student Discussion of Texts	2 hours	<ul style="list-style-type: none"> ● Reflect on the Tulsa Learning Expectations for Speaking and Listening. ● Describe and use specific strong peer discussion routines to support student growth in literacy (and all content areas). 	Culture of Learning Essential Content
Module 10	Effective Writing Instruction	2 hours	<ul style="list-style-type: none"> ● Investigate the Tulsa Learning Expectations for Writing. ● Understand the importance of using writing techniques in the classroom. ● Identify the ways effective teachers use writing to increase ownership over content- including the technique <i>Everybody Writes</i>. 	Culture of Learning Essential Content Academic Ownership Demonstration of Learning

Cycle 3: Developing Strong Mathematical Thinkers

Module	Title	Length	Objectives	Tulsa Way Rubric Focus
Module 11	Selecting and Preparing for Rich Math Tasks	2 hours	<ul style="list-style-type: none"> • Define the role of a math task in building a college and career-ready math classroom. • Describe and identify the characteristics of rich math tasks. • Create an exemplary response to a task and explain how it fully demonstrates grade-level expectations. • Generate multiple possible student solution strategies • Anticipate student misconceptions 	<p>Essential Content</p> <p>Academic Ownership</p> <p>Demonstration of Learning</p>
Module 12	Facilitating Rich Math Tasks	2 hours	<ul style="list-style-type: none"> • Understand the steps for facilitating and debriefing a rich math task in the classroom • Prepare questions to use during student work time • Recognize strong teacher moves to facilitate without funneling students toward one solution strategy 	<p>Essential Content</p> <p>Academic Ownership</p> <p>Demonstration of Learning</p>

Cycle 4: Executing our Vision for Excellent Science and Social Studies Instruction

Module	Title	Length	Objectives	Tulsa Way Rubric Focus
Module 13	Our Vision of Excellent Science Instruction	2 hours	<ul style="list-style-type: none"> • Articulate the most critical elements of our Vision for Excellent Instruction in Science, providing specific examples for each. • Explain what the Crosscutting Concepts are and articulate their importance (no matter which standards you’re using). • Plan and execute strategies for integrating the Crosscutting Concepts into lessons and units. • Explain how the various Science and Engineering Practices support students “doing” science and articulate why this is important. • Illustrate targeted Science and Engineering Practices using specific classroom examples. • Articulate how the NRC Disciplinary Core Ideas ensure that we teach grade-level and content-area standards in a manner that is focused, coherent, and appropriately rigorous. • Integrate the Disciplinary Core Ideas and Literacy Standards into your planning and teaching. 	<p>Culture of Learning</p> <p>Essential Content</p>

<p>Module 14</p>	<p>Inquiry- Driven Science Instruction</p>	<p>2 hours</p>	<ul style="list-style-type: none"> • Define and describe inquiry-driven instruction. • Describe the purpose, structures, and components of the 5E instructional model. • Articulate how the 5E Lesson Plan promotes student ownership of learning. • Examine an exemplar 5E lesson plan and make connections to other lesson planning structures. • Plan a 5E lesson aligned to either the Next Generation Science Standards or the Science standards for your state. 	<p>Culture of Learning</p> <p>Essential Content</p> <p>Academic Ownership</p>
<p>Module 15</p>	<p>Our Vision of Excellent Social Studies Instruction</p>	<p>2 hours</p>	<ul style="list-style-type: none"> • Articulate the most critical elements of our Vision for Excellent Instruction in Social Studies, providing specific examples for each. • Explain how content and literacy standards work together to create excellent social studies instruction. • Observe an excellent social studies lesson, describing how the teacher incorporates our vision of excellent science instruction. 	<p>Culture of Learning</p> <p>Essential Content</p>

<p>Module 16</p>	<p>Using Social Studies Text Sets to Build Knowledge</p>	<p>2 hours</p>	<ul style="list-style-type: none"> • Describe how to use text sets to build social studies knowledge. • Define and describe how to build text sets to ensure students build knowledge of social studies. • Build a social studies unit around a text set designed to build student knowledge of social studies, incorporating a variety of primary and secondary resources. 	<p>Culture of Learning</p> <p>Essential Content</p> <p>Academic Ownership</p>
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High-Level Overview of Tulsa Teacher Corps 2 Year Timeline

1	Enroll in Tulsa Teacher Corps	January - May	<ul style="list-style-type: none"> Eligibility Requirements: Bachelor's degree, cumulative GPA of 2.5 or higher, two satisfactory supervisor references. During enrollment, one must provide transcripts, complete background check paperwork, complete online coursework and interview with principals. Prior to the start of training, corps members complete 15-20 hours of online coursework covering the critical role a teacher plays in student success including building a culture of learning, understanding student needs, supporting English language learners and students with disabilities, getting to know students and communities and building a vision of excellent math and English Language Arts instruction.
2	Accept Conditional Offer for Employment	March-August	<ul style="list-style-type: none"> Principal recommends a CM for hire, they will receive a conditional offer for employment to begin teaching in TPS in the fall.
3	PST Prep Day	On or before PST	<ul style="list-style-type: none"> Tulsa Public Schools host a Prep Day where CMs undergo fingerprinting and drug testing and complete paperwork required for employment.
4	Meet all Requirements of Pre-Service Training	June - July	<ul style="list-style-type: none"> CMs must attend all six weeks of Pre-Service Training (PST), including the Skill-Building Sessions and Field Experience. They will be evaluated throughout PST on their classroom instruction, lesson planning, and demonstration of TPS' values and their final score must meet the performance bar to successfully meet requirements.
5	Earn Temporary Certification	August	<ul style="list-style-type: none"> Corps members must complete the intensive six-week summer training program and meet a specified performance bar to earn a temporary 2-year certificate (renewed at the end of Yr.1 if program expectations meet), and an official offer for employment.
6	Gear Up	August	<ul style="list-style-type: none"> After PST, CMs participate in a series of online professional development and planning sessions designed to bridge their pre-service experience with their certification coursework.
7	Begin Teaching in a Tulsa Public Schools Classroom	August	<ul style="list-style-type: none"> CMs who have met all the requirements of their conditional offer for employment will begin leading their own classroom when schools open.

8	Successfully Meet the Performance Bar for Year 1	August - June (SY1)	<ul style="list-style-type: none"> Throughout their first year of teaching, CMs receive ongoing support from coaches and are evaluated at least 2 times throughout the year. CMs must meet the performance bar to continue in the program.
9	Meet all Requirements of Mid-Program Training	August	<ul style="list-style-type: none"> CMs must complete and pass a two-week mid-program training to renew their temporary teaching certificate for a second and final year.
10	Successfully Meet the Performance Bar for Year 2	August - June (SY2)	<ul style="list-style-type: none"> Throughout their second year of teaching, CMs will receive ongoing support from coaches and will be evaluated at least 2 times throughout the year. CMs must meet the performance bar to continue in the program and be recommended for standard certification.
11	Contribute to the Development of Future Teachers	June - June (Summer and SY2)	<ul style="list-style-type: none"> In year 2 of the program, corps members must contribute to the development of future teachers by contributing to the Tulsa Teacher Corps program either a set number of volunteer hours or the completion of certain tasks such as recruitment support, conducting interviews, co-facilitating a webinar or school visit, etc.
12	Receive Conditional Teaching Certificate	June (End of SY2)	<ul style="list-style-type: none"> Upon meeting all program requirements, including completing two satisfactory years of teaching, CMs will be recommended for standard certification from the State of Oklahoma.

Overview of Tulsa Public Schools Engagement with State Department of Education on Tulsa Teacher Corps

- I. June 2019 – Conference Call with State Department of Education
- II. October 2019 – In Person Meeting
- III. January 2020 – Conference Call with State Department of Education